DOCUMENT RESUME

ED 309 291 CE 052 936

AUTHOR Johnson, Janice E. Sims
TITLE A Study of the Educational Needs and Academic Aspirations of the Older Adult Community College Student as Perceived by the Older Adult Student.
PUB DATE May 89
NOTE 231p.; Ed.D. Dissertation, Vanderbilt University.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Academic Aspiration; *Adult Students; *Community Colleges; Degrees (Academic); *Educational Needs; Educational Research; Needs Assessment; *Older Adults; Postsecondary Education; *Student Attitudes; Student College Relationship; Two Year Colleges

ABSTRACT

A study identified the educational needs, problems, and aspirations of older adults enrolled in traditional degree programs on community college campuses. It focused exclusively on male and female community college students, aged 55 and above, who are enrolled in degree programs of study, to discover their opinions concerning the institutions' success or failure in meeting their needs. Fifteen individuals with majors representing five academic divisions were interviewed by means of an interview guide sheet and educational needs checklist. The questions covered such areas as education and employment backgrounds, family situations and interactions, positive and negative experiences on campus, reasons for pursuing a degree, and future plans. Findings indicated that, once acclimated to the college environment, the older adult students became active participants in campus activities bringing professional and practical expertise into the classroom environment. No need was revealed for a vast number of special programs and services on the community college campus for older adult students in traditional programs. Study participants were quite willing and able to adjust, participate, and function in traditional classrooms with students and teachers of all ages with positive results. (The interview instrument, other study materials, and a bibliography of approximately 300 items are appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED309291

A STUDY OF THE EDUCATIONAL NEEDS AND ACADEMIC ASPIRATIONS OF THE OLDER ADULT COMMUNITY COLLEGE STUDENT AS PERCEIVED BY THE OLDER ADULT STUDENT

by
Janice E. Sims Johnson, Ed.D.
George Peabody College for Teachers
of Vanderbilt University
May 1989

Major Area: School Administration

Number of Words 319

This study identified the educational needs, problems, and aspirations of older adults enrolled in traditional degree programs on community college campuses. It focused exclusively on male and female community college students, aged 55 and above who are enrolled in degree programs of study, to discover their opinions concerning the institutions' success or failure in meeting their needs. A stratified random sample from all older adults enrolled in degree-seeking programs was selected. Fifteen individuals with majors representing five academic divisions were interviewed. The interviews were recorded and lasted approximately one hour. Each individual was assigned an alias at the time of the interview to ensure anonymity and confidentiality. An interview guide sheet along with an educational needs checklist was used to insure that uniform data were collected. The questions covered such areas as education and employment backgrounds, family situations and interactions, positive and negative experiences on campus, reasons for pursuing a degree, and future plans.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J S Johnson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OE052936

BEST COPY AVAILABLE

Once acclimated to the college environment, the older-adult students became active participants in campus activities bringing professional and practical expertise into the classroom environment. This study does not reveal a need for a vast number of special programs and services on the community college campus for older-adult students in traditional programs. The participants in this study were quite willing and able to adjust, participate, and function in traditional classrooms with students and teachers of all ages with positive results.

The results of this study increase the knowledge base about older adult higher education students through (a) the identification of positive and negative experiences of older-adult students, (b) the identification of those factors that influence the decision of older adults to pursue academic degrees, and (c) the accumulation of data to inform and sensitize academic administrators regarding the needs and problems of older adult students. This study also adds insight to the concept of an educational life cycle while promoting the principles of lifelong learning.

Harry Randles, Major Professor Date

A STUDY OF THE EDUCATIONAL NEEDS AND ACADEMIC ASPIRATIONS OF THE OLDER ADULT COMMUNITY COLLEGE STUDENT AS PERCEIVED BY THE OLDER ADULT STUDENT

by

Janice E. Sims Johnson

Doctoral Study

Submitted to the Faculty of

George Peabody College for Teachers

of Vanderbilt University

in Partial Fulfillment of the Requirements

for the Degree of

DOCTOR OF EDUCATION

in

School Administration

May 1989

Major Professor	Date April 11, 1989
Second Reader	Date April 11, 1989
Third Reader	Date April 11, 1989
Department Chair	Date April 14, 1989
Dean of George Peabody College for Teachers	Date April 15, 1989

ACKNOWLEDGMENTS

This doctoral study is dedicated to the memory of my two greatgrandmothers, Mattie M. Weaver and Jennie L. Young, whose examples of strength, determination, tenacity, and perseverance guided my early life and whose dauntless spirit serves as a continuous motivational force in my present life.

I also dedicate this to my parents who infused my life with their support, hope, and inspiration and to my children, Reuben and Jeannine, whom I trust will build upon the foundation and example that I have attempted to set forth.

Thanks to my patient friends and loving relatives who have offered their assistance, words of encouragement, and support; my church family for their empathy and prayers; and to all who have watched my progress over the past years.

TABLE OF CONTENTS

Chapter		Page
I.	RESEARCH FOCUS	1
	Overview	1
	Introduction	2
	General Research Problem	5
	Demographic Dimensions	6
	Significance of the Proposed Study	10
	Contribution to Knowledge	13
	Improving Practice and Policy	13
	Objectives	15
	Definitions of Terms	15
II.	RELATED LITERATURE	17
	Quality of Life After Retirement	17
	Learning Ability	27
	Lifelong Learning and Lifespan Learning	33
	Life Stages and Cycles	51
	Activity and Role Theories	61
	Educational Needs	67
	Theoretical Framework	75
	Summary	81
III.	RESEARCH DESIGN	83
	Rationale for the Design	83
	Site and Sample Selection	87
	Entry	90
	Researcher's Role and Ethics	91
	Data Collection, Recording and Analysis	93
IV.	FINDINGS	97
	Introduction	97
	Participant Profile Summary	97
	Personal Profiles of Participants	98
	Question Summary and Analysis	119
	Educational Needs Summary and Analysis	137
	Educational Life Cycle Typology	147

Chapter Page

V. SUMMARY, DISCUSSION, AND IMPLICATIONS 151

Limitations 152
Discussion 153
Suggestions for Further Study 156
Administrative Implications 158

REFERENCES 164

APPENDIX 180

Time Schedule
Letter to Selected Sample
General Information Form
Participant Profile Summary
Educational Needs Checklist
Interview Guide Sheet
Abbreviated Responses to Interview Questions

LIST OF TABLES

Table		Page
1.	Projections of the U.S. Population Ages 55 Years and Above	7
2.	Projections of World Population Ages 60 and Above	9
3.	Study Population Selection	89
4.	Description of Professors	121
5.	Classroom Experiences	123
6.	Student/Professor Impressions	124
7.	Treatment	125
8.	Classroom Participation	126
9.	Motivation	127
10.	Major Subject Area	128
11.	Future Goals	129
12.	College Level Courses	130
13.	Preenrollment Information	131
14.	External/Internal Factors	133
15.	Advice	134
16.	Barriers	136
17.	Anticipated Problems	137
18.	Suggested Policies	138

LIST OF FIGURES

Figure		Page
1.	Actual and Projected Change in Distribution of Children and 65-Plus Persons in the Population 1900-2050	8
2.	Relative Intensity of Lifespan Learning	49
3.	Life Course Related to Age, Occupation, Family, and Economical Life Cycle	54
4.	Alternate Lifetime Patterns	56
5.	Educational Life Stages	77
6.	Educational Life Cycle Typology	80
7.	Educational Life Cycle Typology	149

CHAPTER I

RESEARCH FOCUS

Overview

The older adult population on our college campuses is increasing (Lowy & O'Connor, 1986). The postwar baby boom, medical advances, and early retirement trends have all combined to lay the foundation for this increase. Media coverage uses expressions such as "the graying of the green," "never too old to learn," "grandma goes to college," and "guess who's coming to college." The number and proportion of older adults have important implications for higher education. The challenges to higher education during the next 4 decades will be how to respond to the increased numbers of older adults aged 55 and above enrolled in their institutions.

What is it like to be in the later stages of life while enrolled in college and pursuing an academic degree? Do these individuals have special educational needs that, if known, will assist in planning for future students in their age group? What will they do once they complete the degree? This study investigated educational needs and aspirations as reported by older adults who are enrolled in academic programs of study and who plan to complete the requirements for a degree.

Introduction

Historically, older adults have received a considerable amount of negative publicity (Bennett & Eckman, 1973; Kremer, 1988; Lutsky, 1980). The headlines have been full of Alzheimer's disease, social security, living wills, nursing homes, fixed incomes, and Medicare. The fact is, however, that older Americans are gradually dispelling the stereotype of being frail and dependent (Television Looks at Aging, 1985). This is evident in the community recreation facilities where the elderly participate in activities such as yoga, square dancing, painting, woodworking, and swimming. These activities are also made available, along with many others, at many older adult resident homes (Gray, 1974; Lipman, 1972; Miller, 1975; Mullane, 1978). Many elderly individuals still work and most are in fair to excellent health and live fairly active lives (Coates, 1984; Gallogly, 1978).

During the past decade, attention on the increase and the importance of the elderly community escalated. Evidence of this growing trend of interest in the elderly manifests itself in recent articles and research reports. Population estimates project that by the year 2050 there will be 67,412,000 retired persons in the United States (U.S. Bureau of Census, 1984). Furthermore, 21.8% of the total population will be 65 years and above. These figures should serve as important items in administrative planning and policy formulation.

A new focus on quality of life after retirement seems to be the current trend for older adults. Increasing numbers of them are not spending their days in rocking chairs. Many retirees, while puzzled over what to do with the rest of their lives, seek education as one answer to their indecisiveness. As early as 1960, the White House Conference on Aging addressed the special needs of the elderly by identifying significant activities such as opportunities for learning new skills, filling gaps in education and retraining for a second career or part-time employment (White House Conference on Aging, 1960). One of the primary recommendations coming out of the 1971 White House Conference on Aging pointedly set the stage for future policy in stating:

> Education is a basic right for all age groups. It is . . . one of the ways of enabling older people to have a full and meaningful life [and] of helping them develop their potential as a resource for the betterment of society. (White House Conference on Aging, 1971, p. 6)

Twenty-two recommendations, which were intended to assure that this right would become a reality, were given. The 1981 White House Conference on Aging declared expanding educational opportunities for older adults as a future goal. This conference documented the vast range of educational needs of the older adult population (White House Conference On Aging, 1981b). Recommendation number 45 of the United Nations International Plan of Action on Aging clearly gives a world perspective on the subject of older adult education:

> As a basic human right, education must be made available without discrimination against the elderly.

> Educational policies should reflect the principle of the right to education of the aging, through the appropriate allocation of resources and in suitable education programmes. Care should be taken to adapt educational methods to the capacities of the elderly, so that they may participate equitably in and profit from any education provided. The need for continuing adult education at all levels should be recognized and encouraged. Consideration should be given to the idea of university education for the elderly. (Aging In All Nations, 1982, p. 81)

Changes experienced by older adults, within themselves and in life-styles, make continuing education imperative. Appropriate educational programs enhance the ability of the elderly to adjust to changes in their lives. A definite trend toward higher levels of formal education can be clearly associated with the increasing numbers of the elderly population forging into educational ventures (Lowy & O'Connor, 1986; D. A. Peterson, 1983; Rosenwaike, 1985; Sherron & Lumsden, 1985; Weinstock, 1978).

My research investigated older-adult students, aged 55 years and older, who are enrolled in degree granting programs of study at a community college. The purpose of my research was to reveal the students' personal perceptions of their educational needs and to examine identified academic aspirations. In so doing, I have discovered several factors that administrators need to be aware of in order to adequately plan for the growing numbers of elderly individuals that may enroll in academic programs in the future.

General Research Problem

National statistics indicate an increasing number of older learners on the nation's community college campuses (Governanti & Clowes, 1982; Graney & Hays, 1976; Lenning & Hanson, 1977; Sudak & Kozokoff, 1988; U.S. Bureau of the Census, 1979). This experienced group of students brings with it unique characteristics and needs. Community colleges have opened their doors to the older learner and made attempts at addressing their educational needs. However, surveys indicate that administrators still neglect to recognize the educational needs of older adults (K. P. Cross, 1979; L. Harris, 1981; Londoner, 1985; Lowy & O'Connor, 1986). The problem upon which my research was based therefore stems from the fact that when the 1946-1965 baby boom generation reaches senior citizenry there may be an unprecedented number of elderly individuals enrolling in college courses.

Problem Statement

The identification and assessment of the needs and problems encountered by older adults enrolled in traditional degree programs on community college campuses presents a challenge to administrators. Presently there is no research which focuses exclusively on this unique group.

My research was based on the assumption that elderly people may become a problem area in higher education between the years 2000 and 2030, in terms of increased participation.

The elderly population can be served by the educational community through adequate insight and planning. My study revealed the perceived needs and aspirations of the older adult student, and therefore provides guidance for future administrative decisions in planning for the growing numbers of elderly individuals projected to enroll in academic degree programs.

Research Question

What do older adult students who are enrolled in academic programs at community colleges perceive as their educational needs, and what are their academic aspirations? In order to assist in providing data to resolve the problem and answer the general research question above, I sought answers to the following questions throughout my study.

1. What are some of the characteristics of older adult students aged 55 and above enrolled in degree programs?

2. Why does a person aged 55 and above seek an academic degree and what do they expect to achieve by doing so?

3. What is it like to be an older adult student and how do these students evaluate their total academic experience?

4. What types of things do older adults perceive as educational needs?

5. What are the special problems or difficulties experienced by older adult students?

Demographic Dimensions

The elderly form a large portion of our population (U.S. Bureau of the Census, 1988) and until recent years, their special needs and desires were almost totally unrecognized and neglected. The baby boom cohort of the 1946-1965 era, when well over 65 million babies were born, will reach senior citizenry beginning with the year 2000. A close examination of the census projections in Table 1 reveals an increase in growth for this population cohort:

Table 1

Projections of the U.S. Population Ages 55 Years and Above

Year	U.S. Population 55 Years and Over
1980	47 million
1990	53 million
2000	59 million
2010	74 million
2020	92 million
2030	99 million
2040	102 million
2050	105 million

Note. Rounded figures. From the U.S. Bureau of Census; 1984; 1988).

The proportion of older adults will also increase. It is estimated that by the year 2035 between 18% and 20% of the

population will be 65 and over and by 2050, 22% of the population will be 65 and over as Figure 1 demonstrates:

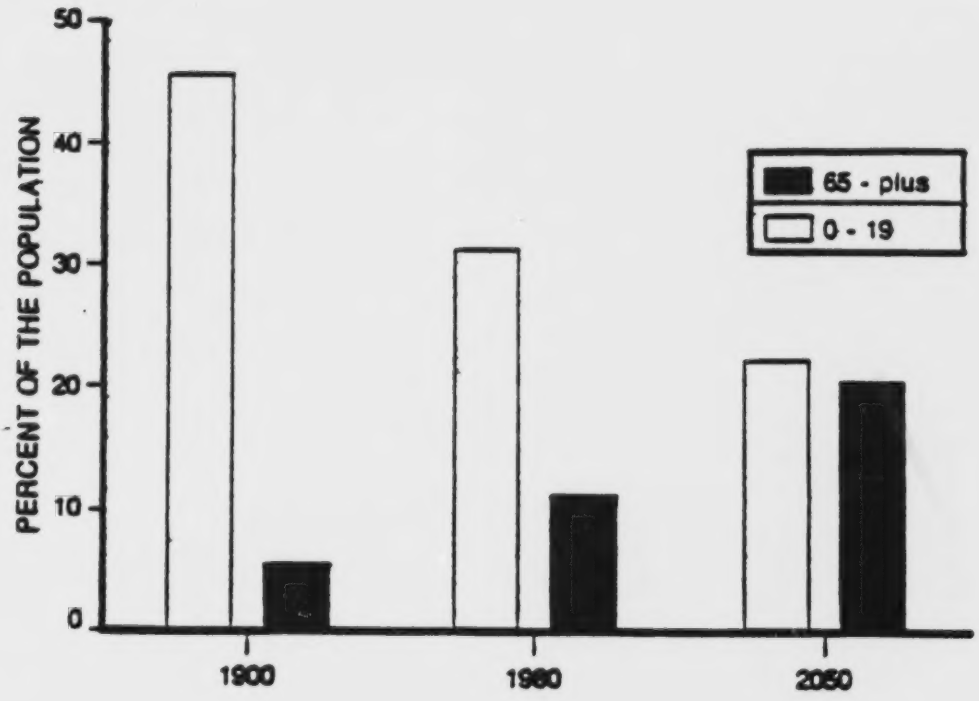

Figure 1. Actual and Projected Change in Distribution of Children and 65-Plus Persons in the Population 1990-2050.

Note. From U.S. Congress, Senate, Special Committee on Aging, 1985, p. 14.

The world demographic figures of Table 2 are analogous to those of the United States.

As the number of older adults rises, so will the number of those who will actively pursue higher education. Predicting future trends in educational populations depends heavily on predictions of future trends in society as well

Table 2

Projections of World Population Ages 60 and Above

Year	World Population 60 Years and Over
1950	200 million
1975	350 million
1980	376 million
2025	1.1 billion

Note. From Lowy & O'Connor, 1986; U.S. Congress, Senate, Special Committee on Aging, 1985.

as the predictions of future populations. This is necessary in order to develop proper responses to educational programs and to plan more efficiently for future programs. The educational attainment of the older adult population is also on the rise. As a result, more older adults will be involved in educational activities, both general education and educational programs designed especially for older adults.

In 1970 the median level of education for older adults was 8.7 years and increased to 11.0 years by 1983. In 1986 the median number of years of school completed by those 55 years and over was 12.2 years (National Council on Aging, 1982; U.S. Bureau of Census, 1988). McClusky (1985) predicts that because the older adult population is better educated than in the past and has more free time, they will become more and more involved in continued learning activities.

Sudak and Kozokoff (1988) give four reasons why institutions of higher education should be interested in the older adult population:

1. The extension of life expectancy resulting in a larger percentage of older adults.

2. Shrinking college enrollments for the traditional (aged 18-21) college student forcing college administrators to give serious consideration to adults of all ages.

3. The trend toward early retirement at age 55 or earlier.

4. Organizations outside of higher education united in their commitment and efforts to the concept of lifelong education.

Significance of the Proposed Study

The significance of this study is discussed in terms of the various population groups that will be influenced by its results.

Higher Education

Institutions of higher learning may be the primary target of the better educated future older adult student who seeks additional educational activities. My research, in looking at one specialized group of older adult learners seeking degrees, assists in ensuring that our colleges and universities will be able to respond effectively to these older adult learners and their diverse educational needs and interests. It gives academic administrators insight into

the older-adult students' perceptions of the community college experience.

Older Adults

This study reveals insights as to what life is like on a college campus for older adults. It benefits potential older adult students, especially those contemplating obtaining a degree. This study also sheds light on role identity for older adults who are in the process of searching for answers to an unexpected void in their lives, who want to remain active and who are looking for a meaningful activity for the duration of this last stage of life.

Humanity

This research adds to the limited body of research on older adults who seek academic degrees. This study, with its emphasis on the educational life of the older adult, clarifies the meaning and components of education as a role activity in the later stage of life and adds insight into the concept of an education life span. Data from this study on aspirations and goals of older adult students are of importance to agencies and organizations concerned with roles and activities of older adults. It should also be of interest to those potential employers who are willing to hire individuals over age 55 or those who are looking for volunteers with special skills or part-time workers.

Future Researchers

Numerous studies emphasizing various aspects of older adult education and utilizing various methodologies have been published (Lowy & O'Connor, 1986; Reed, 1980; Sherron & Lumsden, 1985; Steele, 1981; Timmermann, 1979). Most of these studies have been quantitative in nature and most have utilized the prestructured questionnaire, conducted exclusively by mail with no personal contact. This study is differentiated from these popular interest surveys in several respects. The subjects of this study are already enrolled in an institution of higher education. They are all aged 55 or above. They have declared major subject areas and their planned programs of study are already mapped out for them.

K. P. Cross (1979) says that the purposes most older adults participate in educational activities are more content-oriented and social than instructional and vocational. My study is important because it involves only those older adults who may be enrolled specifically for instructional or vocational reasons and not those individuals who primarily seek recreation or social interaction. K. P. Cross (1979) goes further to report that the overall results of her review of the 30 needs assessments surveys report the following: (a) there is universal agreement that the more formal education people have the more interested they are in further learning; (b) there is a decline in expressed interest in learning with advancing age; (c) the majority of adults are pragmatic and interested in learning that has some

visible payoff in skill development, job advancement, or practical knowledge. This study provides additional insight into these conclusions.

Contribution to Knowledge

The study generates data from which theoretical propositions may be drawn concerning life span learning in the last stage of life. These propositions will be useful in adding to the body of literature on life cycles as well as fostering the concept of a proposed educational life cycle and the components of that cycle relating to old age. My research also further promotes the principles and concepts of lifelong learning which form the basic theoretical principles from which our formal and informal educational activities are established. It also provides explanatory insights (compared to merely descriptive) into the educational needs of older students especially those in traditional degree granting programs.

Improving Practice and Policy

Policies and practices in the field of education for the elderly are not well defined. The rapidly changing nature of this population group makes it imperative that more research be provided in order to better address their educational needs. A study was needed that would translate the educational needs of older adult students into administrative policy and procedures. My research provides a multidimensional perspective on the enrollment of older adults in

community colleges expected within the next few decades (Buchanan, 1988; Hodgkinson, 1983: Johnston, 1976; Lowy, 1986; D. A. Peterson, 1983) and supports the need for administrators to reevaluate and analyze academic administrative, and service policies.

This study reveals the subjective experiences and impressions of older adult students enrolled in a degree program through three fundamental strands. What things in an individual's life most influence the decision to enroll in an academic program and how do these relate to the things that community college administrators might do to encourage enrollment? As older adult students experience the academic process, what things do they perceive as positive or negative and how are these experiences related to academic or student services and instructional or curriculum practices? What perceptions of the future do older adult students envision as a result of obtaining the advanced degree and how does this relate to their personal development and institutional administrative policies?

This research provides data for planning programs and policies that may result in positive educational experiences for the older adult student at community colleges. This will require better coordination of services and programs and a better understanding of present problems, needs, and desires than is presently available. By focusing on an indepth understanding of the feelings and situations of a select group of older adult students, this study adds to the present

body of knowledge and assists in fulfilling this need. The planning and evaluation of administrative policies and programs requires this type of data.

Objectives

Accomplishing the following objectives was the aim of this study. They are used as an indication that the research fulfilled its purposes.

1. To increase the knowledge base about older adult higher education students.

2. To identify positive and negative experiences of older adult students.

3. To identify the factors that influence the decision of older adults to pursue academic degrees.

4. To accumulate data to inform and sensitize academic administrators regarding the needs and problems of older adult students.

Definition of Terms

The following terms are defined to clarify their meaning within the study:

1. Older adult, senior citizen, and elderly are used synonymously with older adult being the preferred term. For purposes of this research, older adult refers to individuals aged 55 and above.

2. Educational needs are those desired items including academic and student services, instructional methods, or administrative procedures, policies and programming, that

will enhance the academic life of older adults as they pursue a degree.

3. Academic aspirations include goals in major subject areas, academic degrees, and post graduation plans.

CHAPTER II

RELATED LITERATURE

The review of the related literature which follows provides the background for a theoretical context for this study. There are five sections to the review: (a) Quality of Life After Retirement, (b) Learning Ability, (c) Lifelong Learning and Lifespan Learning, (d) Life Stages and Cycles, (e) Activity and Role Theories, and (f) Educational Needs.

Quality of Life After Retirement

I have addressed the issue of how older adults perceive that further education will improve their quality of life after retirement. It was therefore necessary to see what research said about quality of life and the elderly and the interrelationships among attitudes, aspirations, and lifestyles.

Definition

Retirement has "come of age" and is now in vogue. Increased acceptance of retirement, the defining of retirement as an individual right along with the presence of a larger number of retirees, and an array of material and social supports help to make retirement a relatively attractive alternative (Foner & Schwab, 1981). There are hundreds

of articles, books, reports, pamphlets and audio-visuals on all phases of retirement. Retirement can have multiple meanings for the individual both positive and negative. Retirement can generally be defined as "a change over time from a working role to a nonworking role" (Sherron & Lumsden, 1985).

Terms associated with defining quality of life include life satisfaction, self-esteem, morale, mental and physical status and socioeconomic status (Campbell, Converse, & Rodgers, 1976; George & Bearon, 1980). The literature of social gerontology contains a variety of terms related to self and focusing on one's perceptions of self (Deigh, 1983; Epstein, 1982; Jolly, 1982; Linn, 1984; Lloyd, 1983; McClelland, 1982; Suls, 1982). Some of these are self-concept, self-image, self-acceptance, self-regard, self-actualization.

George and Bearon (1980) present a conceptual context for the assessment of quality of life, introduce a set of criteria to use in selecting a measuring instrument, and describe and evaluate 22 measuring instruments. They review five instruments used to measure life satisfaction and its related concepts: (a) the Kutner Morale Scale (Kutner, Fanshel, Togo, & Langner, 1956); (b) the Life Satisfaction Index (Neugarten, Havighurst, & Tobin, 1961); (c) the Cantril Ladder (Kilpatrick & Cantril, 1960); (d) the Philadelphia Geriatric Center Morale Scale (Lawton, 1975); and (e) the Affect Balance Scale (Bradburn, 1969). Neugarten's Life

Satisfaction Index is probably the most widely used for assessing subjective perceptions of well-being among older individuals. Five components of positive life satisfaction are pointed out: (a) accepts full responsibility for personal life, (b) takes pleasure from whatever round of activities that constitute his everyday life, (c) maintains optimistic attitudes and moods, (d) accomplishes personal goals, and (e) possesses positive self-concept (Neugarten, 1974b). Life satisfaction has been defined and measured by other social gerontology researchers and reported in recent literature as well (Birren, 1983; Duff, 1982; Hooker, 1984; Michaelson, 1982; Usui, 1985).

George and Bearon (1980) also review five measures of self-esteem: (a) the Self-Esteem Scale (Rosenberg, 1965); (b) the Self-Acceptance Scale (Berger, 1952); (c) the Tennessee Self-Concept Scale (Fitts, 1965); (d) the Self-Esteem Inventory (Coopersmith, 1967); and (e) the Semantic Differential Scale (Monge, 1975). Self-esteem is defined as a feeling of self respect or self worth with implications for feelings of personal value which acknowledges personal strengths and accepts personal weaknesses (Wells & Marwell, 1976; Rosenberg, 1965; Coopersmith, 1967). George and Bearon view self worth as a subjective dimension of quality of life.

Quality of life after retirement is not clearly defined. What does an individual expect from retirement? Preretirement life is rather routine, even for those living

rather unstructured life styles. Individuals know what to expect from their life styles on a daily basis. However, postretirement life involves constant life-style transitions such as losses of loved ones and of income, and changes in esteem and power. Considering these transitions we might expect the quality of life for retirees to be low and unrewarding. However, there are many societal factors that help to influence the definition and attitudes toward quality of life after retirement. Foner and Schwab (1983) mention the following: (a) increased numbers of retirees, (b) the development of industries concentrating solely on products and services for retirees, (c) the forming of mass organizations focusing on senior citizen concerns and offering various types of assistance, (d) abundant centers and clubs which sponsor daily activities, and (e) numerous government-sponsored programs.

Attitudes Toward Quality of Life After Retirement

Quality of life depends on how one deals with, and responds to, life situations. Are people generally dissatisfied with their quality of life after retirement? Foner and Schwab (1983) concluded that there is no one 'natural' reaction to retirement. An individual's background appears to directly affect attitudes toward retirement (Glamser, 1981a). The concept of locus of control is important in the understanding of attitudes and adjustment to quality of life after retirement. Reid (1977) defines

locus of control as the extent to which a person sees events experienced and reinforcements received as being contingent upon his own efforts and abilities (internal) or as being determined by chance, fate, and powerful others (external). There are only a few studies that examine locus of control in relation to the elderly (Abel & Hayslip, 1987; Kuypers, 1971; Ziegler & Reid, 1979). Reid's investigation found a relationship between low sense of control and negative self-concept in elderly individuals. Quality of life after retirement in many instances may also be dependent upon planning in this arena. Therefore, preretirement planning is important in assessing attitudes toward quality of life.

Glamser (1981b) defines preretirement programs and lists their various labels as: (a) retirement planning, (b) preretirement education, (c) preretirement counseling, and (d) preparation for retirement. Historically, no more than 15% of large companies provide comprehensive preretirement programs (O'Meara, 1975). Glamser's study suggests that the type of preretirement program employed is an important factor in behavioral, informational, and attitudinal outcomes. The true value of retirement preparation programs lies in the assistance they provide during the preretirement stage (Glamser, 1981b; Morkert, 1974). The impact of retirement preparation programs on quality of life after retirement is minimal, but Glamser (1981b) suggests that the perceived control of quality of life after retirement and adjustment to retirement are one and the same. He also

found that attitudes toward quality of life after retirement are related positively to participation in such programs and the feeling of being prepared for retirement.

Palmore and Fillenbaum (1982) found that attitudes toward retirement are only relatively important. Their research revealed that postretirement attitudes and quality of life vary and depend primarily on how retirement is defined and measured. Further research revealed that the effects of retirement were markedly less negative than had been generally believed (Palmore, 1984). Most of the dissatisfaction with quality of postretirement life is due to dissatisfaction with inadequate income or poor health. A national survey revealed that retired life was the same as, or better than, working life for most individuals (Harris, 1981) with very few individuals willing to return to work (Atchley, 1976; Harris, 1975; Ward, 1979).

Abel and Hayslip (1987) looked at the impact of a retirement preparation program and found that they can provide a context within which one's attitudes towards retirement and state of preparation for retirement can be assured. They speculated that more extensive counseling prior to and/or soon after retirement would be more effective.

Attitudes and feelings about retirement are probably just as important as income, education, and health as quality of life indicators (Bennett & Eckman, 1973). Streib and Schneider (1971) determined that individuals who retired voluntarily were more satisfied with their quality of life

than those who retired for what were termed as administrative (nonvoluntary) reasons. They concluded that the preretirement attitudes about retiring were more important than the nature of the retirement decision.

Kimmel, Price, and Walker (1978) studied retirement satisfaction by sending questionnaires to individuals who had retired from seven firms. With 1,486 respondents they concluded that volunteer retirees were more satisfied with the quality of life than those who were forced to retire.

They also explored the individual impact of voluntary versus nonvoluntary retirement decisions in relation to the individual variables of postretirement income, attitudes about retired life, postretirement work patterns and retirement satisfaction. Their study concluded that preretirement feelings about retirement were more significant predictors of retirement attitudes and satisfaction than the voluntary/nonvoluntary decision.

Evidence to further support the idea that attitudes are an important aspect of quality of life after retirement is seen in a recent Time (February 1988) magazine cover article which sports the headline "And Now For The Fun Years," and in which a 72-year-old retired teacher declares, "I have lived so many years, but I'm not old. I have a very positive outlook on life" (p. 79). The entire article is filled with similar examples of elderly vitality and positive and electrifying lifestyles of older adults. The feature goes on to suggest that America's senior citizens are staging

history's biggest retirement party (Gibbs, 1988; Toufexis, 1988). Strieb and Schneider (1971) attest to the fact that prospective retirees hold certain expectations about retirement which are evaluated in such a way that this evaluation becomes the basis for decisions to either work toward that goal or to avoid retirement. Early retirement is an appealing option for many individuals (Best, 1980; O'Rand & Henretta, 1982; Quinn, 1978; Sarason, 1977).

Foner and Schwab (1983) refute the widely held belief that retirement is a time of stress and discontent. They show that increasing numbers of individuals choose to retire before age 65, that few are eager to return to work and that most individuals are reasonably content with their post-retirement lives. When retired individuals are asked to compare their quality of life before and after retirement, they appear to be relatively satisfied (Foner & Schwab, 1981).

Kilty and Behling (1985) examined the intentions and attitudes toward retirement of professional workers: attorneys, social workers, high school teachers, and college professors while Sarason (1977) noted that today's professional workers are probably the prototypes for the retirees of tomorrow when the older population will be the most well-educated of any society in history. Kilty and Behling's research indicated quality of life after retirement and the ensuing attitudes could most accurately be predicted by examining professional alienation, financial preparation, plans for new involvement and second careers, cultural and

social forces, alienation, financial planning, and choice of retirement life style. They concluded that willingness to retire and positive attitudes about retirement are functions of planning.

External Factors Influencing Quality of Life After Retirement

The most important factors in retirement adjustment or quality of life after retirement are health and finances according to Atchley (1976) and Ward (1979). Quality of life after retirement requires certain adjustments such as decreased income, declining health, increased leisure time and changes in personal identity and interpersonal relationships. An adequate standard of living after retirement is a crucial factor in quality of life after retirement (Foner & Schwab, 1983). Income-maintenance support systems, medicine, tax relief measures, and discounts for transportation and entertainment are just some of the measures that help offset the sharp drop in income after retirement. Streib and Schneider (1971) claim that a decline in 'wants' is related to the drastic decline in the economic situation of the retired individual and the negative impact of retirement on income is an accepted condition. Retirement is seen as an appealing option for individuals with favorable financial status (O'Rand & Henretta, 1982; Quinn, 1978; Best 1980; Sarason, 1977).

The relationship between retirement and health also tends to be a negative one as is the phenomenon of retirement

itself (Sherron & Lumsden, 1985). Over 30 years ago Myers (1954) noted that it is the people in poor health who retire, and that this in turn explains why such a high number of retirees die. Streib and Schneider (1971) point out that the retiree's own evaluation of his/her health must be of primary consideration in any study of the relationship of health and retirement. They concluded in their longitudinal study that stopping work made no change in health. Healthy older adults make up between 80% and 90% of the population over the age of 65, and continue to be engaged in some type of active endeavor that contributes to meaningful quality of life (Davis, 1981).

There are more external factors that influence quality of life after retirement than finances and health. Pre-retirement planning is viewed as another major component. Sherron and Lumsden (1985) discovered that retirement preparation programs such as those developed by businesses, labor unions, and educational institutions are largely limited to the economic aspects and most often neglect to focus on such issues as social integration, family reorientation, physical change, psychological adjustments, and securing meaning from life. These external factors can be critical in determining how well individuals adjust to retirement and how they view their quality of life. Dennis (1984) reviews these same external factors as they relate to preretirement preparation from the perspective of the specialist who must deal with individuals faced with a multitude of choices and incentives

that will have a direct influence on quality of life. The ingredients that make for a satisfactory quality of life after retirement include status and attitudes of the individual.

Overview

There is little if any change in quality of life after retirement. One of the conclusions reached by Streib and Schneider (1971) states that the higher the educational and professional status, the more positive the attitudes and the more abundant the resources which are available to older adults in coping with the changing circumstances of retirement which directly affect quality of life. Quality of pre-retirement life has direct bearing on most postretirement decisions.

Learning Ability

It is logical to anticipate that as the elderly population increases the number of elderly individuals opting to return to school will also increase. Issues of learning and memory as they relate to chronological age therefore become important. Whether elderly persons have the ability to learn and later apply this knowledge in some useful manner is the focus of this body of literature.

Intellectual Competence

Research on the learning and intelligence of older people that specifically focuses on their continuing ability

to learn is quite extensive and reveals that the ability to function intellectually is in no way related to chronological age (Apps, 1981; Baltes & Labouvie, 1973; Baltes & Schaie, 1973; Birren & Schaie, 1977; Botwinick, 1973; Bromley, 1974; Palmore, 1984; Perlmutter, 1983). Knight (1984) gives an extensive review of the literature in the areas of learning ability and memory of the elderly. Further evidence supporting the idea that older people are indeed capable of learning and changing their behavioral patterns is brought forth by Arenberg and Robertson (1974) who indicate that older people can maintain and recall about as much information in their primary memory as can young adults. In doing research on IQ, Botwinick (1973) concluded that people who initially had high levels of intelligence retain their verbal abilities when older, and that their decline in perceptual integrative abilities is much less than individuals with initially lower intelligence levels.

Negative and fatalistic attitudes on the intellectual competence of older adults which tend to shed doubt on the feasibility and value of education in later life are just as abundant (Johnston, 1981; Riley, Hess, & Bond, 1983; Woodruff, 1975). Until the early 1980s very few positive labels were found to be associated with old age in the media, thereby leaving us with images of negative stereotypes for this age group. Old age has been seen as the period in human life for dependency, frailty and decline.

The evaluation of age-related differences in intellectual functioning is difficult and uncertain. When looking at age-related changes in scores on intelligence tests one must give special attention to what is actually being measured (Kalish, 1975). Research on adult learning and memory is most often characterized as utilizing different procedures, different materials, and emphasizing and ignoring different problems (Walsh, 1975). Labouvie-Vief (1985) contends that the intellectual potential of older adults is an area that is essentially unexplored, and that more emphasis on contextual and experiential factors in the explication of aging behavior is needed. She suggests that researchers direct more attention to wisdom, personal control, and midlife crises, and adults coping with professional inter- and intrapersonal stress and other later adulthood issues in order to get a clearer picture of adult cognitive development. Labouvie-Vief (1985) concludes that what is normal or universal intellectual development should not be discussed without first giving consideration to the influence of sociocultural milieu. Throughout the total development process it is the variables that relate to one's social context rather than to one's age that account for intellectual development (Perlmutter, 1983).

In referring to persons in the later years, McClusky (1985) maintains that learning for older adults is more relevant because their experiences enable them to translate theory into practice thereby making it a very meaningful

experience relatable to everyday living. However, Kalish (1975) observes that older people tend to want information presented slowly, and prefer dealing with one piece of information at a time. He states that, among the aged, we often find reduced abilities for complex decision-making, speed, and some forms of perception. Schaie (1975) reviewed cross-sectional and longitudinal studies and determined that different generations performed at different levels of ability as a way of explaining some of the discrepancies of past research studies. Longitudinal studies on intelligence in relation to age changes and age differences can be found in Schaie (1967, 1974), Schaie and Strother (1968), and Woodruff (1975).

A strong relationship between biological indicators and cognitive performance is found only in those elderly individuals with failing health (Eisdorfer & Wilkie, 1973). As long as an individual is in good health and/or lives within the community, as opposed to within the confines of an institution, there is no significant relationship between intellectual behavior and age. It has been conjectured by some researchers that life-style factors such as physical exercise habits, rather than aging, may be predictive of cognitive declines (Eklund, 1983; Finch & Hayflick, 1977; Powell & Pohndorf, 1971; Woodruff, 1973, 1975). It has also been suggested by some researchers that slow behavior in older adults is the result of certain learning experiences rather than old age (Eisdorfer & Wilkie, 1973; Woodruff &

Birren, 1975). These researchers conclude that both biological and psychological changes are the result of certain conditions of life, and therefore are intricately and interactively related.

Memory

Most researchers agree that it is impossible to consider learning ability without first giving consideration to memory. There is substantial research on memory and older adults, the results of which equally support the opposing notions that older adults' capacities diminish and that they don't (Perlmutter, 1985). Many inferences about how the constraints on learning and memory vary with age have stemmed from these many investigations. In addressing the cognitive capacities of older adults in terms of biological, psychological, and social factors, Kalish asserts that there is only very little known evidence of age-related decrement of memory (Kalish, 1975). Some learning and memory deficits in older adults may be attributed to failures in sensory registration (Perlmutter, 1985) or situations requiring division of attention (Craik & Simon, 1980; Kinsbourne, 1980). Abel (1972) looked at the iconic memory of various age groups and found only marginal differences in accuracy caused by age. Investigations of age differences in short term memory show that there is little (Botwinick & Storandt, 1974) or no decline in short-term memory storage capacity with age (Drachman & Leavitt, 1972; Walsh, 1974). Most research on

long term memory supports the hypothesis that older persons have difficulty in retrieving information stored in long-term memory (Arenberg & Robertson, 1974; Botwinick & Storandt, 1974; Erber, 1974; Schonfield & Robertson, 1966). Of course there are other factors that lead to memory impairment, such as physiological illnesses and medications.

Researchers are finding more and more evidence to support the conjecture that memory loss is often mistakenly related to biological age. Likewise, research noting memory retention and recall of older adults reports that these abilities are probably more the result of social and health factors than any effect of age (Brabeck, 1984; C. W. Erikson, 1973; Wass, 1983). Studies on recall and recognition show a greater age-related deficit in recall than in recognition (Perlmutter, 1985; Walsh, 1975). Barriers preventing older adults from demonstrating high results on some measuring scales have also been discovered. Botwinick (1970) discovered that the memorizing ability of older adults is more affected when the materials to be learned are presented in rapid succession, when the materials are exposed briefly, and when the learning task is difficult.

Overview

Even though most researchers indicate that there are minor age-related differences in learning and memory in older adults, their performance in these areas remains relatively competent. Therefore, age is not a good predictor of

performance (Perlmutter, 1985). There is little research that reveals age limitations for learning or memory.

Lifelong Learning and Lifespan Learning

Early research in the area of the participation of elderly individuals in education was included under the heading of adult education. K. P. Cross (1971, 1978, 1984); Kidd (1973), and Knowles (1980, 1984a) are the best known writers supplying background in the historical development of this field. The phrase "lifelong learning," an offshoot of adult education theory, became a catchword with the beginnings of the journal--Lifelong Learning: The Adult Years. Since then several other journals have published extensively in this area: Educational Gerontology, Gerontology and Geriatrics Education, New Directions for Continuing Education, and New Directions For Higher Education. What followed was an assortment of publications advocating the concept of lifelong learning and education as a new framework for educational policy planning (Greenberg, O'Donnell, & Bergquist, 1980; Gross, 1982; Heerman, Enders, & Wine, 1980; Hesburgh, 1973; Lowy, 1983; Lumsden, 1976; R. E. Peterson, 1980; Vermilye, 1974; Wain, 1987). Shivers (1978) best sums up the need for lifelong learning activities for all adults and thus sets the stage for future policy in academic circles in stating, "Any physical, mental, social, or cultural activity in which the older adult can engage should be promoted" (p. 21). This section of the

literature review will look at the concept of lifelong learning as it relates to older adults in higher education.

Older Adult Education

Education, as defined by Knowles (1982), is a lifelong process of continuing inquiry. Historically few educators paid attention to the educational needs of the older adult (Timmerman, 1979). The 1975 Lifelong Learning Act targeted older adults and retired persons as having special educational needs in order that educators take notice (U.S. Congress, Senate, 1977). Timmermann (1979) gives a historical overview of educational programming for older persons and identifies four distinct periods: (a) Neglect and Disinterest, 1900-1950; (b) A Pioneering Era, 1950-1960; (c) Nonthreatening Education, 1960-1970; and (d) Recognition, 1971-1979. She did a content analysis of the following key periodicals in the field of adult education and social gerontology: Adult Leadership (now Lifelong Learning), Adult Education, The Gerontologist, The Journal of Gerontology, Aging, and Community and Junior College Journal. In so doing, Timmermann was able to trace a progression of attitudes about learning abilities and needs of older persons and consequently, identify the types of educational programming that were designed for them.

Educational programs for older persons are now being initiated by many organizations. Business and industry, government, labor unions, social clubs, religious

organizations, professional and trade associations and innumerable other agencies offer adult educational opportunities of one kind or another (K. P. Cross, 1978, 1984; Glenney, 1980; Okum, 1982; D. A. Peterson, 1983; R. E. Peterson, 1980; Pifer, 1986). Programs designed to meet all intellectual needs and interests provide an array of options: from arts and crafts to occupational therapy, from workshops to academic research, from world events to physical fitness. Adult education, from an individual point of view, is deemed as necessary for some people because of specific circumstances. For others its a long-time desire and considered an attainable goal for most everyone (K. P. Cross, 1984).

Since there are educational opportunities for older adults existing all over the country, only a few are highlighted here. The Institute For Retired Persons provides retired individuals with the opportunity to restructure their lives and leisure time in roles as teachers, leaders, reporters, students, and in conjunction with numerous other activities. This organization recognizes that retirees need guidance in how to utilize their "full-time leisure" while at the same time giving "new meaning to life" (Hirsch, 1978, 1980). The Los Angeles County Doves (Dedicated Older Volunteers in Educational Services) and Six Dimensions for Persons Over Sixty are two similar programs (Roth, 1978). Emeritus College, an extension of Aquinas College located in Grand Rapids, offers courses that "provide much needed

intellectual stimulation, information on current issues of concern, and social contact with fellow students from varied backgrounds for older learners" (Hruby, 1980, p. 88). The Senior Center Humanities Program, sponsored by the National Council on Aging and funded by the National Endowment for the Humanities, is conducted by volunteer leaders at senior centers, nursing homes, nutrition sites and other community locations. This program focuses on bringing literature, philosophy, folklore, autobiography and arts discussions to local groups (Moody, 1986a).

Elderhostel, a network of over 500 colleges, universities, and other educational institutions in the United States, Canada, Great Britain, Denmark, Sweden, Finland, and Norway, offers special low-cost, year-round, short-term, residential academic programs for older adults. It began in 1975 with 200 participants, grew to 13,000 in 1978, increased by summer of 1980 to more than 20,000 (O'Donnell & Berkeley, 1980) and grew to an extraordinary 100,000 enrollment by 1985 (Moody, 1986a). Elderhostel offers a wide range of liberal arts and science courses that explore the various aspects of the human experience while strictly avoiding courses dealing with issues of aging and retirement. O'Donnell attributes the success of Elderhostel to "the inexpensive, stimulating, social, and intellectual environment that a college campus offers" (O'Donnell & Berkeley, 1980, p. 99). At some universities faculty compete to teach in the Elderhostel program because older students with their rich

life experiences have proved to be ideal audiences for liberal education (Moody, 1986a). As the interest in adult education is expected to grow, Moody gives an assessment of their educational interest as follows:

> Older learners tend not to be interested in credentials or degrees; tests, grades, and competition hold little attraction for them. The fields they pursue range widely, from the arts or methods of coping with social change, to programs that teach information about hobbies, physical health needs, and personal growth. They tend to prefer the kind of participative learning that allows them to be involved and active, as opposed to courses presented in the typical lecture format. The most effective programs have been those that respond directly to the special interests of older learners. (p. 209)

A broad range of diverse concepts focusing on learning theories for adults prevail (Adam & Aker, 1983; Apps, 1981; Bolton, 1976; Brown, 1971; Even, 1987; Kidd, 1973; Knox, 1977; Merrian, 1988; Mezirow, 1981; Moody, 1976; Rogers, 1969; Smith, 1982). The most prevalent is Malcolm Knowles's andragogy (Knowles, 1968, 1977, 1980, 1982, 1984a, 1984b). Knowles first used the term andragogy in 1968 when he defined it as the art and science of helping adults learn (Knowles, 1968). There has been much discussion and debate over andragogy among academicians (Carlson, 1980; J. Davenport, 1987; Davenport & Davenport, 1985a, 1985b, 1985c, Elias, 1979; McKenzie, 1977, 1979; Nottingham Andragogy Group, 1983; Podeschi, 1987). Assumptions about the characteristics of adult learners upon which andragogy is based are: (a) a person's self-concept moves from one of being a dependent personality toward being a self-directed human being;

(b) people accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning; (c) as people mature their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; (d) the time perspective of older adults changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness (Knowles, 1980, 1982, 1984a, 1984b). Lebel (1978) goes a step beyond andragogy in suggesting the need for a theory of education for the elderly by calling attention to their unique qualities and learning styles, and in so doing, advocates the concept of gerogogy. Gerogogy is based on the assumption that traditional adult education is not prepared to deal with the teaching of older adults and is defined as the art and science of teaching the elderly (Lebel, 1978). Andragogy, as defined by Knowles (1980), is the art and science of helping adults learn and is thus a comprehensive theory of adult learning. Lebel (1978) feels that the exceptionally long span of adulthood, age 25 and over, does not adequately address the 40-year span of the elderly. He goes further to purport that Knowles' andragogical theory may be more developmental than chronological as an explanation of possible overlaps between andragogy and geragogy.

Higher Education and the Elderly

Today's nearly 23 million elderly have not yet been viewed as an important market for higher education (Fishlow, 1982; Hodgkinson, 1982, 1983; Thompson, 1986). Although there is a variety of educational programs presently being made available to the elderly, the traditional student still receives most of the attention from college administrators (Covey, 1981). Returning women and a few other specified minorities have also received some attention in recent years. This response by higher education to the changing demographic situation is only marginal. Most studies on conditions in higher education ignore the older adult learner (Swift, 1986). There are few changes in educational philosophy, financing, or curriculum. Moody (1986a) states that, "The coming of an aging society is likely to accelerate the trend toward 'non-traditional' higher education" (p. 208). Wedemeyer (1981) notes that there exist certain status distinctions between the non-traditional course offerings for the elderly and the regular courses and refers to them as "back door learning." Ansello and Hayslip (1979) refer to older adult higher education as the stepchild or Cinderella of higher education. Moody (1986a) feels that educational policy and financing patterns continue to perpetuate these distinctions. Token attempts by institutions of higher education to respond to the elderly population provide the framework for this examination of present and future options.

Because of the numerous programs and courses being offered to the elderly community on college campuses, major shifts in traditional operating procedures have become essential. In addressing the need for serious commitment to the older adult learner on the part of these institutions, Stoel (1980) proposes the concept of offering classes wherever most convenient for adults through outreach campuses, weekend colleges, and independent study. Swift (1986) gives a good overview of such programs. While programming remains an important factor in adult education, the various emotional states of the learner must also be considered. Mehnert (1979) reviews an inservice workshop for teachers of adults designed to assist them in achieving awareness, perceptual sensitivity and empathic responses. This approach to staff development provides both personal and professional enrichment.

Bass (1986) is one of the few researchers to identify the elderly as a large potential market for higher education. He outlines a federally funded demonstration program in Boston that made a concerted effort to be sensitive to the special needs of the older learner. The program grants a certificate upon completion of required coursework and assists older individuals in gaining access to paid or volunteer roles in the field of aging. There have been over 125 graduates during the 6 years of the program.

Morris and Bass (1986) present a plan for a secondary human service economy that utilizes the elderly to perform

tasks at less than main market rates--a kind of subsidiary labor market. The role of higher education would be to provide specialized career training for those older adults who desire to enter or re-enter the primary, secondary, or voluntary labor market. This specialized career training may be a viable alternative for individuals who want to remain active and make meaningful contributions to society. Some researchers have even advocated special colleges for older students (W. Cross, 1976; Eldred & Marienau, 1979; Greenberg, O'Donnell & Bergquist, 1980).

Community Colleges

With the year 2001 just 12 years away, when the first of the baby boomers will reach the age of 55, it is not too early to begin looking ahead to the next century and speculating about the role of the community college. Generally, community colleges are committed to the concepts of open door accessibility to all community members. Powell (quoted in Moore, 1984) underscored the community college's mission when he called for a response time to community needs that is speedy and flexible enough to accommodate change and new ideas. He also called for compassion in providing educational opportunities to all prospective students.

In some instances, community college administrators have also overlooked the elderly as a potential market. As one of the few administrators to address this population group, Tyree (quoted in Moore, 1984) recognized that the

baby boom generation will soon return to the community college seeking retraining for either career change or retirement. Perkins (quoted in Moore, 1984) speculated that by the year 2000, the community college will need to be more accessible, offer flexible scheduling, and provide education at reasonable costs. He also called attention to several possible target groups of future students, but the elderly are not among them.

Older Adults as Learners

Who enrolls and why. Enrolling in college classes means different things to different people. Decision factors vary vastly, depending on experiences, previous education, socioeconomic backgrounds, and education of parents and children. Whether older adults take advantage of community college courses depends in part on what the colleges do to encourage their entry or re-entry. Other motives can be found by considering Maslow's concept of self-actualization and the individual's basic need to know (Maslow, 1954). The elderly individual who suddenly finds that life is pointless or empty, or who can't seem to find a purpose for existence may be a prime candidate for turning to higher education for needed personal fulfillment.

There are also those individuals who thrive on learning because they have a thirst for knowledge and are forever seeking to explore new informational horizons (Boshier, 1971). Houle (1961) refers to this group of individuals as

the learning-oriented. Knowles (1977) points out that adults reenter college because of immediate life pressures. He emphasizes that their time perspective is now and they use learning as one mechanism for dealing with current life problems or situations. Bass (1986) examines the reasons older adults seek additional knowledge through a typology of educational programs. These include programs which are designed to (a) assist with the transition to retirement; (b) provide personal enrichment and exposure to the arts and sciences; (c) assist in personal planning and management; (d) provide individual physical therapy or memory retention techniques to respond to the special needs of the frail individual; (e) help in coping with the terminal stage of life; and (f) provide specialized career training in professional roles for the older person desiring to enter or re-enter the primary, secondary, or voluntary labor market.

Education is viewed as a basic need by some individuals (Hiemstra, 1972; Wolf, 1985). Two educational needs of the older adult that have been identified are education for personal fulfillment and education to meet the needs of later life (Post-White House Conference on Aging, 1973). Butler (1975) categorizes older adult educational needs in a different manner: (a) education for inner self; (b) educational instruction for retirement; (c) post-retirement education; and (d) special training or retraining. Havighurst (1976) provides a framework for examining elderly educational needs by defining two educational categories: (a) an

instrumental-educational goal is expectation of future gain (investment) and (b) an expressive-educational goal is immediate gain (learning).

There have been attempts to define the potential markets for higher education courses by several researchers (Baldridge, Kemerer, & Green, 1982; K. P. Cross, 1984; Furst, 1986; R. E. Peterson, 1980; Queeney, 1984). The typical older adult student has been identified by various researchers as a white female aged 60 to 64 (Heisel, Darkenwold, & Anderson, 1981; Kingston, 1982; Tendall & McCarter, 1980). The deciding factor identified by Glenny (1980), Moody (1986b), and D. A. Peterson (1981) is previous educational attainment. It appears that the more education an older adult has the more likely that person will be to seek additional education.

Perkins and Robertson-Tohabo (1981) state that there is an increase in the number of older adults attending colleges and universities. Other researchers, however, support the position that older adults are still underrepresented and, in spite of tuition-waiver plans, they still do not avail themselves of this opportunity (Chelsvig & Timmerman, 1979; Long & Rossing, 1979; D. A. Peterson, 1981; Romaniuk, 1984). Graney and Hays (1976) found that only 26% of adults over 62 years of age responded in the affirmative and 70% negative to a question that asked whether they would take classes if they could. Other studies report similar results (Heisel, Darkenwold, & Anderson, 1981); Tendall & McCarter, 1980).

Recent years have generated numerous research efforts on the reasons why adults participate in educational or life-long learning ventures (Knowles, 1977; Morstain, 1974; Tough, 1979), however research on motivational factors of the elderly to participate in higher education is minimal (Boshier & Riddell1, 1978; Bova, 1981; Pritchard, 1979; Spouse, 1981). Sarkisian (1982) interviewed 20 older adult students over age 60 and Steele (1985) interviewed 22 individuals in the same age category. They produced typologies similar to Houle's (1961) classifications, revealing both positive and negative factors that influence elderly individuals to re-enter educational ventures. There have been several other similar studies (Dellmann-Jenkins, 1985; Kohlenbrenner & Ray, 1981; Romaniuk & Romaniuk, 1982).

Since the 1971 White House Conference on Aging, community colleges have led the way in attempts to attract the older adult students. Chelsvig & Timmerman (1979) report that 160 community colleges offered free or reduced tuition to the elderly and 3 years later Perkins and Robertson-Tchabo (1981) report that 43 states and the District of Columbia allow the elderly to enroll free or for reduced tuition, on a space available basis.

Barriers to enrollment. Elderly individuals have revealed categories of barriers or obstacles to participation in higher educational endeavors through their response to research inquiries, a few of which are revealed here. Physiological and psychological barriers include difficulty

hearing the instructor or class discussions (Kingston, 1982); poor health, insecurity, or lack of interest (Apps, 1981; D. A. Peterson, 1983); fear of feeling out of place in classes with younger students and teachers, the fear of being denigrated by the younger students (Apps, 1981; Tendal & McCarter, 1980). Socioeconomic barriers include lack of transportation and limited mobility (Demko, 1979; Goodrow, 1975; Graney & Hays, 1976) and fixed incomes (Demko, 1979; D. A. Peterson, 1983). Institutional and administrative barriers include youth oriented educational systems, inconvenient location and scheduling of classes, rigidly designed admission and registration procedures, the type and level of instruction, instructor behavior, inadequate advising and inflexible degree requirements (Chelsvig, 1982; Demko, 1979; Hixson, 1969; D. A. Peterson, 1981). W. W. Jones (1982) found that the administrators of 2-year colleges in Texas were limited in their awareness of the future impact of the elderly and expressed guarded optimism concerning their reception on campus. An attitudinal change among college administrators toward the elderly student is essential to the elimination of many administrative and institutional barriers, and to the creation of an environment of acceptance on campus. Reed (1980) postulates that the more the elderly identify education as being a viable option the more likely elderly individuals will decide to take a course. He stresses that the more an individual thinks that selecting

a course in which to enroll as being consistent with present role behavior, the more likely he or she will do so.

Versen (1986) reports on the intergenerational college classroom, and sets forth conditions that reduce prejudice among diverse groups in the classroom. He also delineates those conditions that create an atmosphere of prejudice toward older adults. Jensen-Osinski (1981) found it a helpful, beneficial learning experience for all participants when classrooms have both young and elderly students. A positive exchange of ideas occurs and positive attitudes are generated. Beattie (1974) proposes that the elderly students be seen as mentors, tutors and educators in their own right because of their vast experiences and insights. Even though many advantages to the intergenerational college classroom have been noted, some disadvantages are also prevalent (MacLean & Marcus, 1981). Older students often monopolize classroom discussion or require the instructors to speak very loud in order that they be heard.

In recent years, life-span development in relation to education has been documented (Apps, 1981; Baltes & Willis, 1979; McCoy, 1977; Moody, 1985; Neugarten & Havighurst, 1976; D. A. Peterson, 1983; Peterson, Thornton, & Birren, 1987; Riley, 1979; Schaie, 1979; Schaie & Willis, 1978; Wedemeyer, 1981; Wolf, 1985). A life-span perspective of education assumes that there is continuing development and change throughout the total life course (Baltes & Willis, 1979) and that educational efforts should coincide with

these changes. A redistribution of educational efforts and resources then becomes necessary. Lifelong learning requires an integrative rather than an age-segmented approach to life-span education with a focus on knowledge and skill synthesis, application, and evaluation (Schaie & Willis, 1978). Kramer (1986) acknowledges that development can proceed through qualitatively different stages of reasoning throughout the life span and that older adult education can benefit from knowledge of these developmental stages. A life cycle approach to education thus involves much more than chronicling the developmental events associated with each age and life stage (Schaie & Willis, 1978).

Wedemeyer (1981) adamantly advocates lifespan learning and differentiates it from lifelong learning. He defines life span learning as including four concepts:

1. Human beings learn throughout life from birth to death.

2. Human beings' learning experiences are a combination of formal, informal, traditional, and non-traditional learning experiences.

3. The sequence of learning experiences throughout life is jumbled, and not as integrated as it could be.

4. The traditional views of learning as schooling should be supplanted by a more holistic concept of learning throughout life.

Wedemeyer (1981) explains his theory of lifespan learning further:

> Lifespan learning connotes all the learning that occurs during life, including that which is "natural" or self-motivated and directed; that which is intuitive or developmental; that which is other-directed and contrived; that which is purposeful, whether the learner pursues it, consciously or subconsciously, or whether it is other-directed from the outside. (p. 171)

Wedemeyer (1981) focuses on the learner and not on the systems or institutions and illustrates a vertical picture of the three kinds of lifespan learning as shown in Figure 2.

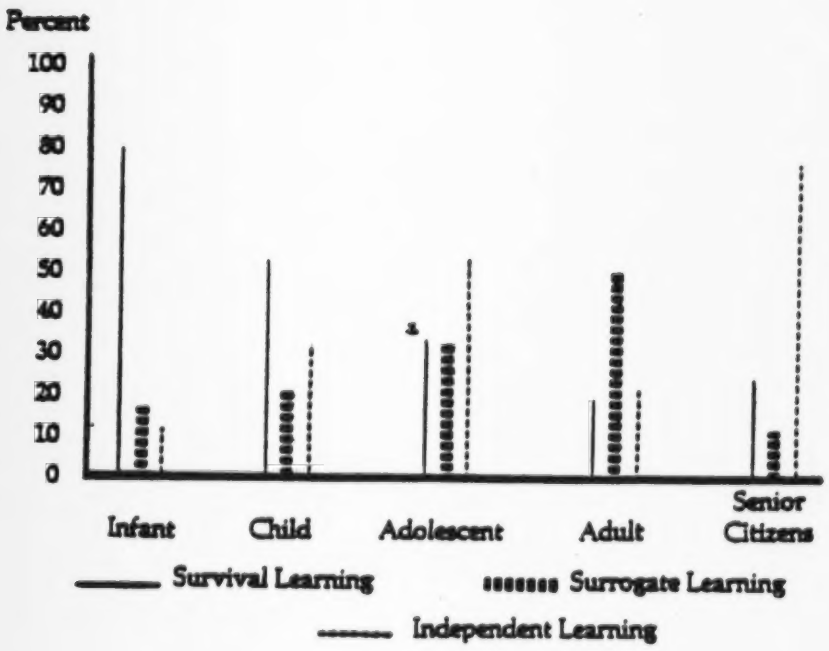

Figure 2. Relative Intensity of Lifespan Learning.

Note. From Wedemeyer, 1981, p. 178.

Of significance for my study, in viewing Wedemeyer's learning intensity diagram (Figure 2), is the fact that senior citizens are as intense in their independent learning

activities as infants are intense in their survival learning activities.

Another approach to lifespan learning comes from Thornton (1987) who takes the position that it is a "continuous and transforming process and an accumulative activity" (p. 70). Thornton further differentiates between and conceptualizes learning and education through the life span in stating, "learning through the life course offers a history of learning and a biography of a learner which provides a foundation for subsequent attempts to learn" (p. 72). He proposes paradigms that unite the major constructs and concepts of development and educational institutions illustrating them in a life span progression.

Overview

Learning at any age, at any stage and at any level, through any medium, can be an enriching, rewarding and challenging experience. Older Americans are no longer content to live their remaining years in enforced idleness. Furthermore, the wise and meaningful use of free time leads to greater gratification in those later years beyond retirement. Retirement provides the freedom and flexibility needed to achieve educational fulfillment and personal satisfaction. Barriers to adult learners are gradually being removed with the launching of evening classes and programs, weekend colleges, and outreach efforts to take education to sites beyond the limited time and place of the traditional campus.

Life Stages and Cycles

Introduction

Age has come to mean more than chronological longevity. In our society age is used for much more than contextual numerical issues. People are assigned to phases of life by chronological age. The usually dominant chronological age has led to social age distinctions which coincide with life patterns of education, family, and work. In order to gain an understanding of turning points in human lives, a study of life course, life span, and life cycle literature is necessary. Life cycle theories establish basic patterns of development since it is generally accepted that humans continue to develop throughout their lives. Life stage concepts unfold through the increasingly complex interactions between human beings and their environment. A life course approach examines the social structuring of individual life time and its interaction with historical time.

Theories

Age norms are indicative of the social role of individuals in various stages of life (Atchley, 1977). Through the years the divisions of life stages have evolved from the simplistic: childhood (1 to 15 years), adulthood (16 to 65), and old age (65 and over) (Atchley, 1977; Levinson, 1978; Lowenthal, Thurnher, & Chiriboga, 1975; Pifer & Bronte, 1986) to the complex with the additions of adolescence (12 to 18), youth (18 to 25), middle-age (40 to 55), young-old (55

to 85), and old-old (85 and above) (Neugarten, 1974a; Pifer & Bronte, 1986). The age limitations and labels attached to the different life stages vary among components of stage theory; however, most seem to agree that all humans share a common growth schedule and that development consists of the same stages, encountered at about the same time and resolved in a similar manner (McCoy, 1977).

Individual differences, multiple images of age groups and inconsistencies in age norms have led to unclear age distinctions for these life periods. It must also be pointed out that most stage theorists recognize that the content of human life varies because of heredity, environment, and personality (Atchley, 1977; McCoy, 1977). Life-course/life-stage theorists deal primarily with role entries and exits linked to social age systems. In fact, the largest body of life course related literature examines the timing and sequencing of role transitions. There is therefore an interrelationship between role and life course theory.

Life cycle stages have been conceptualized in varied ways throughout the literature (Bromley, 1966; E. H. Erikson, 1980; Gould, 1975; Havighurst, 1972; Levinson, 1978; Lowenthal, Thurnher, & Chiriboga, 1975; McCoy, 1977; Rivera, 1978; Sheehy, 1974). Gruman (1978) presents a philosophical history of aging which lays the foundational framework for present day life stage theory. His concluding statement points to the fact that the elderly face new challenges which call for successive creative renewals of identity.

While acknowledging that there are many exceptions and variations, Atchley (1975, 1977) observes that most individuals have a standard schedule for starting and finishing school, getting married and having children, and starting work and retiring. His research (Figure 3) illustrates the relationships among chronological age, life cycle, occupational cycle and family cycle. Atchley (1977) uses the term life course which he defines as "an idealized and age-related progression or sequence of roles and group memberships that individuals are expected to follow as they mature and move through life" (p. 88). He presents three ways in which the various stages of the life course exist for the individual. The various stages of the life course are: (a) related to more specific patterns such as career or family; (b) characterized by specific age norms that accompany the various phases; and (c) identifiable when people are forced to make particular types of choices during given phases of the life course. Atchley divides the life course into the seven phases of infancy, childhood, adolescence, young adulthood, middle age, late maturity, and old age.

Apps (1981) presents Browley's stage classifications of human life specified for the adult years as early adulthood, middle adulthood, late adulthood, preretirement, retirement, old, and senescence. Apps (1981) also reviews Havighurst's research in which Havighurst describes developmental tasks associated with each life period. The three adult periods identified are early adulthood, middle age, and later maturity.

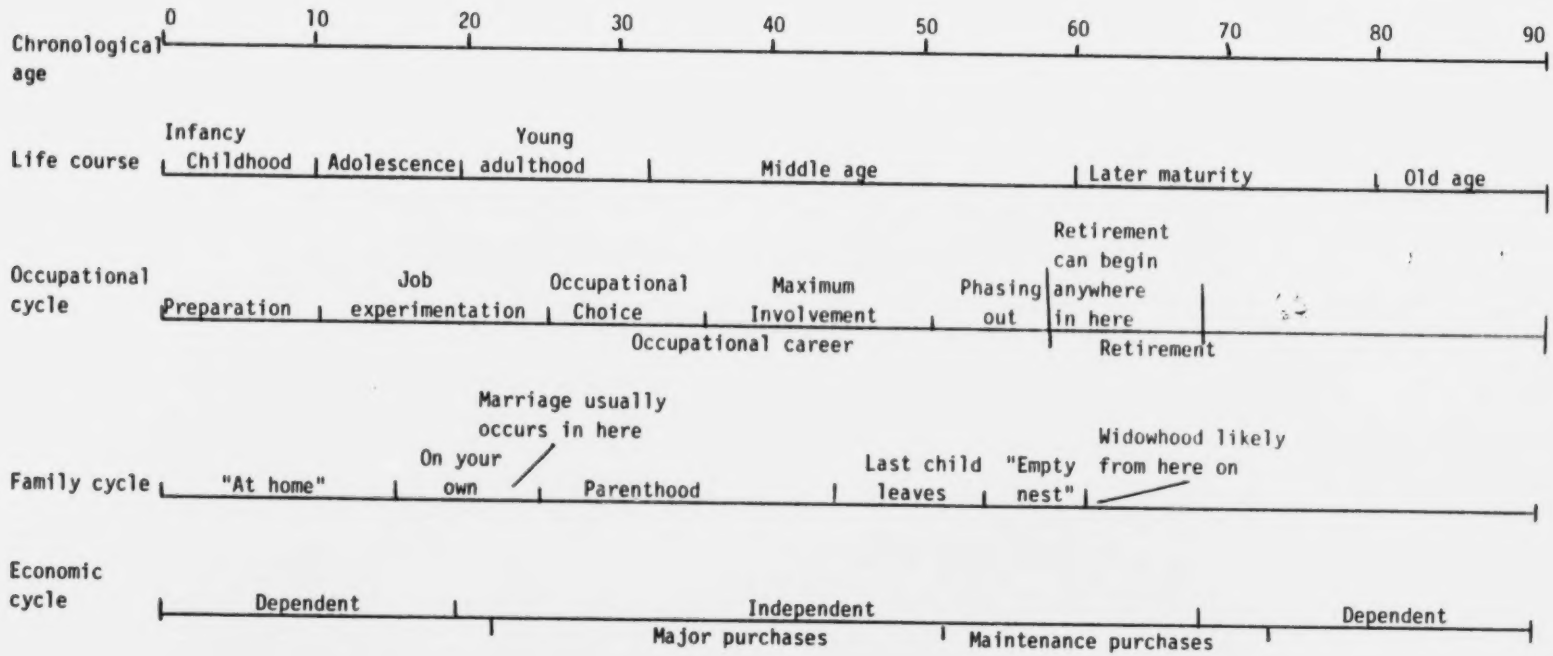

Figure 3. Life Course Related to Age, Occupation, Family, and Economical Life Cycles.

Note. From Atchely, 1977, p. 89.

63

63a

Haraven and Adams (1982) approach life course from a broad perspective. They feel that this approach allows for the examination of development under changing historical conditions. They further elaborate on the study of life course by stating:

> It shifts the focus of study of human development from stages and ages to transitions and the timing of life events. Rather than focusing on stages of the life cycle, a life course approach is concerned with how individuals and families made their transitions into these different stages. Rather than viewing any one stage of life, such as childhood, youth, and old age, or any age group in isolation, it is concerned with an understanding of the place of that stage in an entire life continuum. (p. xiii)

Hagestad and Neugarten (1985) present a somewhat narrower view of life course development by differentiating between life course and life span. They explain that psychologists usually refer to life span and sociologists to life course development. Life span focuses on intrapsychic phenomena. Life course, according to Hagestad and Neugarten, concentrates on age-related transitions that are socially created, structured, recognized, regulated, and shared. Life course analysis also includes a historical perspective which considers that the changes in society affect the changes in individual social structure (Elder, 1981, 1982; Hareven & Adams, 1982). Hagestad and Neugarten (1985) also point out that many authors use the terms life course and life span interchangeably. I therefore reviewed works from both respective fields of thought.

In their conceptual model of age stratification, Riley, Johnson, and Foner (1972), applied what they called "the three P's" (permission, proscription, and prescription) in describing how age criteria function to channel cohorts of persons into various social roles. According to Hagestad and Neugarten (1985), "age systems create predictable, socially recognized turning points that provide roadmaps for human lives and outline life paths" (p. 35). The traditional human life course structure, according to Best (1980), has been one where education, work, and leisure were assigned to youth, middle adulthood, and old age, respectively. His alternative plan, shown in Figure 4, displays flexibility in life scheduling and demonstrates a redistribution in the way individuals historically perform life's activities.

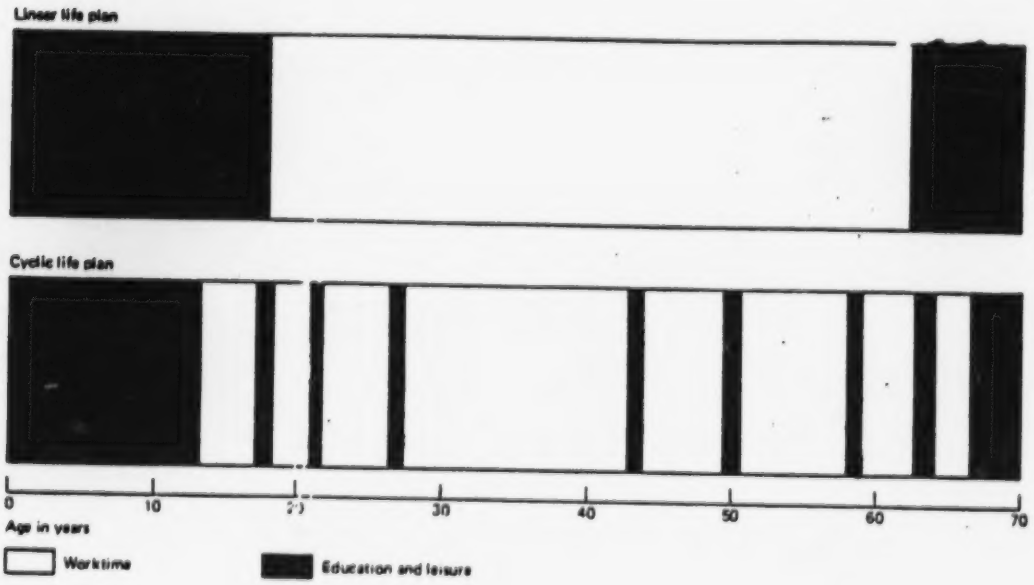

Figure 4. Alternate Lifetime Patterns. From Best, 1980, p. 18.

Pearlin (1982) posits that people of identical ages do not necessarily share the same experiences or move through the same aging process. He concludes that there is a variety of ways to traverse the life course and that there is not one sequence of stages, but many. Pearlin recognizes that many life cycle transitional events are scheduled or predictable. He points out that coping with these events often begins with prior anticipation, role models produced by mass media or fantasizing about future roles. He refers to this as prior adaption to role changes. Pearlin observes that people seem to adapt to social and personal changes with more ease than might be expected. He therefore rejects the traditional definition of life stages as age-graded and questions the stressfulness of these transitions.

E. H. Erikson (1980, 1982) defines development as a series of crises or turning points. He describes eight phases of human development as infancy, early childhood, play age, school age, adolescence, young adulthood, maturity, and old age. Each phase is characterized by specific issues or conflicts that are continually being resolved, with one being more prominent than the others. Each of these psychological conflicts or issues stimulates growth. Three major turning points take place between young adult and old age: (a) intimacy vs. isolation, (b) generativity vs. self-absorption, and (c) integrity vs. despair. Old age is characterized by the need to accept one's life as having been

inevitable and meaningful. This need or task requires certain adjustments on the part of the older adult.

According to E. H. Erikson (1968), the focus of all ages is integrating and coming to terms with past experiences. In reviewing his life cycle theory, E. H. Erikson (1982) gives consideration to the lengthening of the average life span and the new meanings and roles placed on older adults. He alludes to the life cycle at the end turning back to the beginning and concludes that the last stage of life appears to have great potential for the beginning. He explains that children are greatly influenced by their encounters with elderly people. Furthermore during old age a certain amount of regression toward childlike qualities takes place. Erikson refers to this as "childlikeness seasoned with wisdom." Inkeles (as presented in D. K. Harris & Cole, 1980) views individual socialization through a life cycle approach. He divides the life cycle into the four stages of infancy and early childhood, late childhood and adolescence, adulthood, and old age. He then identifies four role elements in socialization that occur at each stage: (a) The main issue that dominates the old-age life cycle is acquiring new skills and changing old habits; (b) peer group plays the most significant role in older adulthood; (c) successful socialization is achieved when the elderly accept their new status; and (d) the main problem of old age is giving up previously held positions.

Levinson (1979, 1986) defines development as an interactive process which continues throughout the life span. He gives consideration to biological, psychological, and social dimensions in his analysis. Levinson describes five overlapping phases of human development as childhood and adolescence (birth to age 21), early adulthood (17 to 45), middle adulthood (40 to 65), late adulthood (60 to 85), and late, late adulthood (80 to death). Each phase is characterized by periods of stability, alternating with transitional periods, during which life structures are built and changed. Levinson's research, as with most early development research, focused on men's development and completely ignored women. He reports that during late adulthood (age 60 and over), health and retirement dominate in the minds of men.

Similar to Levinson, Gould (1975, 1978) divides human development into phases which he relates to specific tasks. He also identifies sets of assumptions that adults seem to carry with them at the different age levels. He believes that these assumptions influence the way an adult thinks and acts.

Lowenthal, Thurnher, & Chiriboga (1975) describe research that focuses on adults who are in a pretransitional period of their lives. Pretransitional stages are considered periods when anticipation often leads to the examination, reassessment, or reorientation of goals, aspirations, and resources.

Using women in their 30s, Stewart (1977) replicated part of Levinson's (1978) study and concluded that females do not always move through developmental stages in the same sequential order as men. Sheehy (1974, 1981) is another one of the few researchers who has focused on women's developmental phases by pointing out the differences between men and women. She maintains that during the first half of the life cycle, women usually experience more outer restrictions and inner contradictions than men and from midlife on this pattern tends to reverse. Sheehy describes what she refers to as "passages" faced by adults. The last passage is termed "renewal" or "resignation" and begins during the mid-40s. Gilligan (1982) emphasizes that individual, group, and gender developmental differences must be constantly taken into consideration when viewing life stage concepts. She points out that independence and autonomy are the base for men's identity and that relationships are the basis for the female identity.

Overview

In the past the elderly have been socialized to expect rejection and idleness. The realities of a new role are evident, a role that includes being an active participant in society through the life span. Transitional life events of older adults include the experiences that are encountered while between roles. These events are tied to the regularly scheduled life cycle changes. There is no set age established

for these changes. An educational life cycle has its own set of transitional events and its own pattern. Educational life cycle is a proposed dimension of life cycle theory.

Activity and Role Theories

Introduction

A large quantity of research has focused on the socio-demographic correlates of the older adult population, emphasizing how they adjust to or disengage from various roles during what one researcher has termed "the last frontier" (Fontana, 1977), and others have called the final life stage (Erikson, 1982). The consideration of several theories is important in the formulation of a theoretical framework for the study of older adult educational needs and aspirations when seeking an academic degree. There is no one simple model that will explain all older adult motivation. There is no one mold that older adults fit neatly into when making important decisions. Thus activity theory, role theory, and life cycle theory are discussed in relation to the decision by older adults to seek higher educational opportunities. These theories should provide insights into the role of education in the lives of older adults.

Activity Theory

Havighurst and Albrecht (1953) were probably the first researchers to draw a positive relationship between social activity or social role participation and adjustment to aging. They found that positive personal adjustment correlates

highly with activity. Subsequently, other researchers have also supported their activity theory views (Blau, 1981; Brady, 1986; Rosow, 1974, 1985; Tobin & Neugarten, 1961). The word activity has various meanings in social gerontological literature. Fontana (1977) describes organized and free activities. Organized activities are those that take place within a formal organization with clear roles and rules of behavior. Free (or disengaged) activities are those which have no formal organization. Disengagement here refers to an involvement with activities which are self-directed and detached from social considerations. Other researchers divide these areas into informal activity, solitary activity, and formal activity (Lemon, Bengtson, & Peterson, 1972; Liang, Dvorkin, Kahana, & Mazian, 1980; Longino & Kart, 1982).

The activity theory of aging stresses a continuation of activity levels comparable to the preretirement period or that period immediately preceding retirement. The implication of continued socialization is paramount throughout activity theory concepts. There is also the implication that organized actions guide the acquisition and organization of knowledge. Havighurst, Neugarten, and Tobin (1968) provide the main presupposition of the activity theory:

> The older person who ages optimally is the person who stays active and who manages to resist the shrinkage of his social world. He maintains the activities of middle age as long as possible and then finds substitutes for those activities he is forced to relinquish: substitutes for work when he is forced to retire. (p. 161)

An individual with an active liefstyle should continue this into old age, since activity is often positively related to life satisfaction. McClelland (1982) shows that self-conception is an important intervening variable between social activity and life satisfaction. He suggests a symbolic interactionist perspective for understanding the importance of self-conception in the process of successful aging by reinforcing that "a strong self concept is only achieved through social interaction, and that self-conception must be reaffirmed and ratified through continued interaction if satisfaction with life and self are to be maintained" (p. 731). Brady (1986) posits: "activity theory proposes that social activity is the critical determinant to a successful, well-adjusted and happy old age" (p. 3).

Lemon, Bengton, and Peterson (1972) relate social activity to life satisfaction in elderly individuals in a retirement community. They conclude that:

> Activity provides various role supports necessary for reaffirming one's self-concept. The more intimate and the more frequent the activity, the more reinforcing and the more specific will be the role supports. Role supports are necessary for the maintenance of a positive self-concept which in turn is associated with high life satisfaction. (p. 515)

The results of their study, however, provided little support for their theory. Ten years later, their study was replicated, with modifications, by Longino and Kart (1982). The results lent strong support to the theory that the greater the activity the greater one's life satisfaction. Two conclusions reached by Longino and Kart were that informal

activity is positively associated with life satisfaction and that solitary activity has the least effect upon life satisfaction. Longino and Kart state five researchable implications for formal activity: (a) formal activity damages self-concept and lowers morale, (b) lower life satisfaction leads to increased formal activity, (c) formal activity is a variable context for role support, (d) role supports may not be substitutable, and (e) intimacy and frequency of activity are related to potential role supports.

Since very little research on the relationship between educational participation and learning has been reported, Brady (1986) explores the activity and disengagement theories of aging in relation to educational opportunities in an attempt to explain whether learning enhances the process of social and psychological adaptation in later life. He asserts that educational participation allows an older adult to maintain active roles in society. The role of student can replace social roles lost through retirement or widowhood. He also contends that older adults have a higher probability of staying physically, socially, and psychologically fit if they keep active.

Activity theory indicates maintaining an active role performance. Brady (1986) affirms that "activity theory suggests an exchange mechanism is operative within the lives of older persons wherein new roles are substituted for old ones" (p. 3). Older adults must adopt new role options.

I have, therefore, examined role theory as it relates to activity theory and educational needs.

Role Theory

In growing old many individuals often lose previous roles in both number and content (Rosow, 1985). If the lost role is viewed by them as their most significant role, the decision of whether to remain in a roleless state or to find new roles is critical. Fontana (1977) points out that a smooth transition into new roles during this period is essential.

One of the major role losses in later life is caused by retirement, which for most individuals, is irreversible (D. K. Harris & Cole, 1980). Retirement, for many people, is more detrimental than widowhood, especially as it affects morale and self-concept (Blau, 1981; Rosow, 1974). Role loss experienced in the later years can deprive a person of social participation, social identity, and a sense of self-esteem (Lowenthal & Havens, 1968). Older adults vary in how they enact and react to the role of retired person, as well as how they handle their subjective experiences when this role is forced upon them. Acceptance of a role, whatever it may be, depends on one's expectations and aspirations as well as attitudes and values. Aronson (1980) points out that people often adjust their attitudes and values in accordance with the reality of their social situations.

Situational changes are paramount in shaping the older adult's future and in determining what role will be assumed.

Rosow's social integration theory of aging suggests that the older adult be integrated into society through social values, formal and informal group membership, and social roles (Rosow, 1974). Declining social responsibility is almost synonymous with old age, as are role contradiction and status loss (Rosow, 1985). Rosow's theory is based on the following conclusions: (a) the loss of roles excludes the aged from significant social participation and devalues them; (b) old age is the first stage of life with systematic status loss for an entire cohort; (c) persons in our society are not socialized to the fate of aging; and (d) because society does not specify an aged role, the lives of the elderly are socially unstructured (Rosow, 1973; 1985).

Overview

Role loss and social and psychological adaptations are common themes in social gerontology literature. Older adults are constantly faced with the feeling of uselessness because of the loss of what they define as their most productive roles. Educational activities give older adults new ways to fill productive roles and make contributions to the well being of others. The role and identity of employee/provider is often substituted for one of student/learner in older adults.

Educational Needs

My research focused specifically on the educational needs of older adult students, therefore, some exploration into the concept of educational needs was required. The term need has many and varied meanings. Webster defines need as "a lack of something requisite, desirable, or useful; a physiological or psychological requirement for the well-being of an organism; to be in want; require" (p. 761). Lowy and O'Connor (1986) explain that "needs are socially molded and defined but individually felt and expressed" (p. 67). They go further to point out that individual needs and aspirations often conflict with societal imperatives. Likewise, the phrase educational needs has varied meanings. In fact, there is presently no substantive, generally accepted, useful definition for the concept (Pennington, 1980).

Many researchers do not distinguish between educational needs and learning needs. Three decades ago, Anderson (1955) defined educational needs as experiences which would impart knowledge and skills necessary to maintain health, enable individuals to use resources more effectively, have richer social experiences and a better world perspective. D. A. Peterson (1983) defines educational needs as "perceived lacks or weaknesses in knowledge, attitudes, skills, or values that older people have" (p. 131). He defines educational wants as the salient desires or preferences of older people. He does not use the term learning needs but points

out that there is often a discrepancy between educational needs and educational desires. K. P. Cross (1979) differentiates between learner needs and needs assessments.

Atwood and Ellis (1971) define educational need as a deficiency that detracts from a person's well-being. On the other hand, Scriven and Roth (1978) define educational need as the gap between an actual and satisfactory situation and does not imply any state of deficiency. K. P. Cross (1979) notes that educational needs are sometimes expressed as barriers to learning or barriers to educational participation. There are also some researchers who view educational needs as learning deficiencies, the gap between present and required levels of competency (Knowles, 1980; Lawson, 1978).

Educational needs include desires, interests, or deficiencies, and can be specified for individuals or groups (Pennington, 1980). Eastmond (1969) encourages that educational needs should: (a) demonstrate a difference between what is and what ought to be, (b) be in harmony with the operational philosophy of the agency or institution involved, (c) describe a solution rather than express an unmet need or unresolved problem, and (d) reveal a real need rather than some symptom or eccentric notion. Monette (1977, 1979) describes normative needs as deficiencies or gaps between a desirable standard and the standard that actually exists. He explains further that these needs are based on a value judgement that the existing standards are incompatible with desired conditions and should be changed. Pennington (1980)

implies that an educational need can be thought of as a gap between a current set of circumstances and some changed or desirable set of circumstances which can be described in terms of ways of altering the current situation.

Merriam and Lumsden (1985) report that the educational needs and interests of older adults which are usually determined by needs assessments are really assessments of educational desires and interests. Lowy and O'Connor (1986) point out that identified educational desires of older adults will vary depending on how questions are asked. Since there is inconsistency in definition and terminology, I have devised my own definition of educational needs on which this research is based:

> Educational needs are those desired items, whether they be services, programs, methods, resources, functions, space, staff or equipment, that will enhance the academic life of older adults as they pursue a degree to assure a richer college experience.

Categories of functional (those perceived by professional educators) and theoretical educational needs which help to identify why older adults seek educational opportunities have been reported by various researchers (Green & Enderline, 1980; Hiemstra, 1973; Londoner, 1985; McClusky, 1974, 1985; D. A. Peterson, 1983). The six listed below are a combination of these, intended to give an overview of how educational planners generally view them. Educational programming usually is based on one or more of these categories.

Instrumental or coping needs are basic needs for survival, security, and daily functioning such as the ability to obtain food and clothing or to have control over housing conditions. Also included in this set of needs are the changes that accompany retirement, career development for new, marketable skills or those required to retool old skills, education for physical fitness and consumer competence. This area is used for identifying and promoting personal needs and interests, especially general and functional literacy (Academy of Educational Development, 1974; Hiemstra, 1973; Londoner, 1978; Lowy & O'Connor, 1986; McClusky, 1971; D. A. Peterson, 1983).

Expressive or intrinsic needs are those where learning for learning's sake or for the joy of learning is the key factor. This includes self-expressive activity or participation resulting in immediate gratification and social integration. Life enrichment and enjoyment results from being involved with fun, challenge, and interest being the motivators. These activities generally do not lead to a degree or job (Hiemstra, 1973; Londoner, 1985; Lowy, 1986; McClusky, 1971; D. A. Peterson, 1983).

Contributory needs fulfill the need to perform a service, assist others in coping with problems, make some sort of contribution to other human beings, the community or society, and thus increase individual self-worth. This need is accomplished by acquiring knowledge of local, social, and

economic problems, volunteering time, resources or skills (Lowy & O'Connor, 1986; McClusky, 1971; D. A. Peterson, 1983).

Influencing needs give older adults the opportunity to use leadership and expertise abilities in groups or organizations or other areas from which all humanity could benefit. The decision to participate in an educational venture gives older adults the feeling of having some degree of power or influence over themselves, the political process or community group (Lowy & O'Connor, 1986; McClusky, 1971).

Transcendence or contemplative needs fulfill the need to reflect on and reexamine life through assessing accomplishments and failures and to redefine priorities. This need also includes the need for a deeper understanding of the meaning of life and to explore religious beliefs, and assists with moving away from concentrating on physical decline to growth beyond the limits of the body (E. H. Erikson, 1980; Lowy & O'Connor, 1986; McClusky, 1974; Moody, 1976; D. A. Peterson, 1983).

Houle (1961) writes of goal-oriented needs (needs to obtain something), activity oriented needs (needs to do something), and learning oriented needs (needs to know something). Reasons for participating in educational activities, or educational motivators, are often identified as needs. K. P. Cross (1979) lists learning motivators which are related to the needs listed above:

1. Desire to achieve practical goals--to get a new job or advance in a current job or to improve income.

2. Desire to achieve personal satisfaction and other inner-directed personal goals such as personal development and family well-being.

3. Desire to gain new knowledge, including the desire to learn for its own sake.

4. Desire to achieve formal educational goals, including degrees or certification.

5. Desire to socialize with others or escape from the everyday routine.

6. Desire to achieve societal goals.

Of importance for my research is that several such studies report that an interest in learning declines with increasing age and that interest relates to previous educational attainment (K. P. Cross, 1979; Graney & Hays, 1976; Johnstone & Rivera, 1965; D. A. Peterson, 1983). My research examined both of these areas to determine if the same findings were true for older adults seeking degrees.

In reporting on the high level of educational attainment of the baby boom cohorts, Johnston (1976) predicts an incessant demand for a wide assortment of educational experiences and severe competition for advancement, generating increased demands for further educational training and updating of skills. He goes on further to predict that all this will be followed by an enduring demand for education which is inherently rewarding rather than merely

instrumental. An educational policy which seeks to serve older adults of the future must be prepared to address the full range of educational needs (Forrester, 1976).

The educational needs, wants, interests, and desires of older adults are diverse and vary from group to group. The most popular approach to identifying educational needs are needs assessments surveys (Moore, 1980). Barbulesco (1980) defines educational needs assessments as a systematic procedure to identify underserved adults and to estimate enrollments for proposed course offerings. She believes that educational needs should be the major basis for planning educational programs. Data have been collected by many researchers attempting to assess these areas. Perkins and Robertson-Tchabo (1981) report on the educational experiences of older adults enrolled in the tuition waiver program at the University of Maryland, College Park. They found that this program adequately serves the needs of retirees to remain intellectually active, to explore academic areas long postponed during their working years, and to develop new or improve existing skills and interests. Green and Enderline (1980) used open-ended questions assess the educational needs of older adults and found that socioeconomic class determined stated educational needs. Upper middle class white women desired book clubs, discussion groups, et cetera, and lower socioeconomic groups desired coping skills such as personal safety instruction.

Londoner (1985) indicates in his study that there is no significant relation between what a panel of experts perceived to be the educational needs of a group and what the same group perceived about its own needs. D. A. Peterson (1983) seemingly agrees with these findings since he points out that what many educational planners decide older adults need may vary significantly from what older adults really want. He emphasizes that the educational needs and stated desires of older adults must be matched with educational programs.

K. P. Cross (1979) reviewed 30 large scale surveys whose reported purposes were to assess the educational needs and interests of adult part-time learners. The surveys consisted mainly of asking adults to identify their needs and interests by presenting alternatives to the conventional educational program offerings such as listing options for locations, scheduling, et cetera. Many of the surveys were administered to adults who were enrolled in non-traditional educational programs. According to K. P. Cross (1979) the surveys showed that women and older adults constitute the majority of learners pursuing non-job-related subjects with little interest in traditional discipline-based liberal arts subjects. Cross states that what is needed is research that extends beyond descriptions to explanations giving an indication that there is little research in this area.

Some problems centering around educational needs assessments are delineated by Thompson (1986): (a) the difficulty

of prescribing rules for need determination, (b) the presence of multiple models of needs, (c) a lack of consensus of definition, (d) separating needs from wants, (e) determining value systems upon which needs are based, and (f) lack of useful taxonomies of needs.

Overview

The educational needs, interests, wants, and desires of older adults are diverse and ascertaining these needs is complex. Cassara (1980) believes that individuals should be able to express their own needs. She states that "the developing ability of learners to assess their own educational needs on a continuing basis throughout life will determine the quality and amount of lifelong learning" (p. 43). With the need for research that provides explanations in mind, I will explore the educational needs of older adults enrolled in traditional degree programs.

Theoretical Framework

The theoretical framework for my study is based upon the previously discussed activity, role and life stage theories. Activity and role theories are used as a framework for explaining what motivates older adults to seek academic degrees. A life-stage configuration is used to further explain why educational participation is a natural role adaptation decision for older adults. Thus the results of my study are examined from an integrative perspective of the various theories.

I propose that each individual has an educational life cycle that is congruent with his or her life style and value system. The onset of old age is just another structural dimension within the development of that cycle. My study tested this hypothesis by examining the perceived importance of education in a select group of elderly individuals who have decided to take advantage of the later stage of their educational life cycle. Education via lifelong learning concepts is so ingrained in our culture that age is no longer a factor in pursuing academic degrees. In many instances, however, educational cycles are not allowed to unfold during the various educational needs of the elderly in relation to the broader social and personal contexts in which they live. In line with Thornton (1987) an educational life cycle can be thought of as a life history of educational activities and opportunities.

Whole series of learning activities are interchanged throughout one's life cycle. Motivation and goals are the principal components in an educational life cycle of learning. Educational motivations throughout one's lifespan bring about a complete realm of intellectual development with continuing learning as the center. Educational life cycles are thus made up of zones which correspond to age and the other life stage delineators. Within each learning zone new knowledge is acquired or defined resulting in new learning goals. An educational life cycle involves three main components as shown in Figure 5, which is greatly influenced

by Atchley (1975, 1977), Thornton (1987), and Wedemeyer (1981).

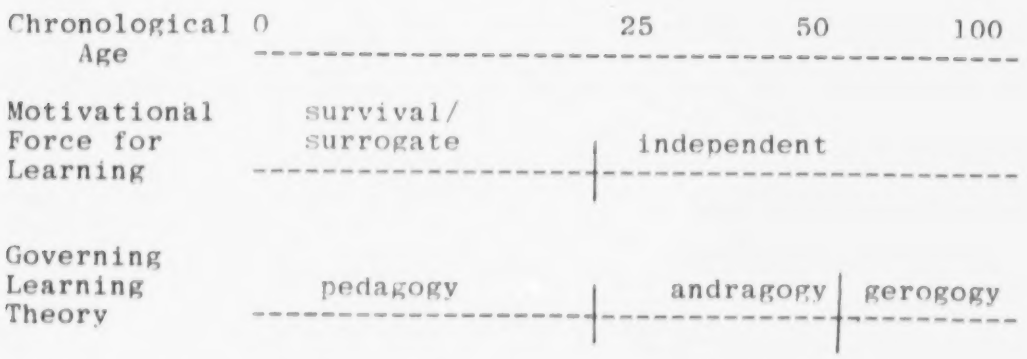

Figure 5. Educational Life Stage.

Chronological age represents the life stage delineators of infancy, childhood, adolescence, young adulthood, middle age, young old, and old old age which I discussed earlier. The motivational forces for learning are those most influential factors of each stage that affect the acquiring of new knowledge. Wedemeyer (1981) provides the definitions for these motivational forces. Survival learning is natural, intrinsically driven and reinforced by success. It is characteristic in infants whose sole purpose is survival. Surrogate learning is characteristic of school-aged youth where goals are determined by teachers and the other authorities in control. The learners are dependent and detached from real-life situations. Independent learning is characteristic of all responsible adults in society who are self-directed and free to make decisions concerning their individual lifestyles.

The educational life cycle is closely related to the lifelong learning concept. From birth to death individuals are continually learning, acquiring new knowledge, and developing new skills. However, the concept of an educational life cycle differs from the lifelong learning concept. Lifelong learning is defined as "the process by which individuals continue to develop their knowledge, skills, and attitudes over their lifetimes" (Lifelong Learning Project, 1978, p. 1). Educational life cycle specifies the variation and individual differences in the time frame and mode of human information gathering, processing, and utilization. It deals with cognitive styles which are defined as "individual variations in mode of perceiving, remembering, and thinking, or as distinctive ways of apprehending, storing, transferring and utilizing information" (Andrulis & Bush, 1977, p. 173).

The lifelong development of cognitive ability follows along the same path as the motives and or needs of our educational life cycle. Learning is an inborn psychological function and we do it, in stages, from birth to death. I sought to discover if there were certain patterns in the educational life cycle at the various stages. I believe that many older adults have a need to identify with education, educational institutions, and the learning process. Pursuing an academic degree reinforces unexpressed values and interests which are present in each educational life stage. Covey (1981) believes that educational participation

by older adults is a continuation of a lifetime of educational activities. At one point in the educational life cycle the role of student is replaced for that of worker and at retirement is reexchanged for that of student and is utilized to fill in the gaps missed during earlier educational stages. The major role of worker, which entails that the individual use mental and physical capabilities, is transferred to that of student which utilizes those same capabilities to fulfill academic endeavors. The relationship between the role of education and life satisfaction is apparent at each life stage. Without meaningful roles with which to frame the future (aspirations) older adults are likely to lead meaningless lives, which could possibly lead to disengagement.

My research demonstrates that activity theory justly explains and answers the question of educational motivation and participation and that role theory explains the pursuit of academic degrees at age 55 and above. My study supports the theory that education from a life course perspective is continuous and appropriate at each stage in the life cycle and encourages maximum development of abilities at all age levels. Some older adults are already academically inclined either through previous educational experiences, associations with academicians such as friends and relatives or through a lifelong desire. An educational life cycle typology is presented in Figure 6. This typology is incomplete and changeable since much research is still needed in this area. As a

CATEGORY	Life Course Years		
	0 — 25 — 55 — 100		
Learning Theorists	Dewey Piaget Thorndike	Knowles Houle Cross Havighurst	Moody Thorson McClusky Havighurst
Learning Theories	pedagogy	andragogy	gerogogy
Motivational forces	survival/surrogate	independent	independent
Characteristics	react adapt/compulsory trial/error inner-directed	other-directed	self-directed
Environment	home/school	society/media/ institutions	society/media/ institutions
Responsible party	parents/teachers	self/cohorts	self/cohorts
Purposes	preparation	employment	enhancement
*Learning need-personal			
*Educational need-institutional			
*Aspirations/Goals			
*Influences			

* = results of my study for ages 55 and older appear in Figure 7

Figure 6. Educational Life Cycle Typology.

result of my research findings, I have completed this typology in Chapter IV (Figure 7), for older adults ages 55 and above, as it pertains to their educational needs, aspirations, influences, and goals.

Educational life cycle is, then, a cognitive life cycle in which knowledge is gained and understood at various levels throughout our lives. As a formal activity, the educational life cycle reflects entrees and exits into formalized educational ventures and institutions. Previous learning experiences and educational level influence the decision to continue formal education. Life span learning provides a framework to look at meaning of education at the end of the life course. It is within this framework that I studied older adults enrolled in academic programs.

Summary

This review of the literature has identified several sets of variables that relate to postretirement educational participation of older adults. I highlight the following which are relevant to this study. Quality of life after retirement, life satisfaction, and self esteem have essentially the same connotation--self perceptions of happiness and contentment. Personal attitude plays a primary role in quality of life after retirement. Preretirement education and planning and previous educational attainment are key determinants in quality of life after retirement and the decision to later pursue educational endeavors. The

psychological, sociological, economical, and physiological factors affecting quality of life after retirement have also been brought forth in this section.

Poor and or declining health rather than chronological aging is the main reason for the decline or dysfunction of memory, comprehension, or intellectual ability. Old age in and of itself never has prevented one from learning. In recent years numerous innovations in educational programming for the elderly have increased the options available to senior citizens who want to participate in higher educational endeavors. Examples of present educational programs designed for the elderly have been highlighted here. Barriers to higher education participation by older adults have also been presented here. Institutions of higher education have the facilities and generally are willing to provide effective and relevant instruction to older adults and, in so doing, foster lifelong learning as a viable educational concept. The educational life cycle of an individual follows basically the same pattern as his or her occupational, family, and economical life cycles, thus giving credence to beliefs and theories of an integrative lifelong learning cycle.

CHAPTER III

RESEARCH DESIGN

Rationale for the Design

Numerous research studies emphasizing the various aspects of older adult participation in education and utilizing various methodologies have been published. Most of these have been quantitative in nature, the most popular utilizing the prestructured mail-in questionnaire data collection technique with no personal contact. Lack of personal contact with questionnaire respondents increases the probability of misunderstanding the meaning or intent of questions. A qualitative research method approach of the type employed by anthropologists and sociologists was more appropriate for this study because I explored the social environment of the college campus through the perceptions of older adult students. Filstead (1979) defines qualitative research:

> The qualitative paradigm is a dynamic interchange between [sic] theory, concepts, and data with constant feedback and modifications of theory and concepts based on the data collected. (p. 38)

Kuhn (1962) defines a paradigm as a set of interrelated assumptions about the social world which provides philosophical and conceptual frameworks for the organized study of the world.

Reichardt and Cook (1979) lists 11 attributes of the qualitative paradigm: (a) it advocates the use of qualitative methods which includes ethnography, case study, in-depth interview, and participant observation; (b) phenomonologism--understanding human behavior from the actor's frame of reference; (c) naturalistic and uncontrolled observation--Lofland and Lofland (1984) state that naturalism involves a close and searching description of the mundane details of everyday life; (d) subjective measurement of human feelings; (e) allows one to get close to the data and the respondent, that is, an insider's perspective; (f) grounded, discovery-oriented, exploratory, descriptive, inductive, and expansionist; (g) process-oriented; (h) valid, real, rich data; (i) ungeneralizable (single case study); (j) holistic; and (k) assumes a dynamic reality.

Taylor and Bogdan (1984) describe qualitative methodology as "research that produces descriptive data: people's own written or spoken words and observable behavior" (p. 5). Schatzman and Strauss (1973) caution qualitative researchers to be open, not judgmental or take sides. They explain that "the researcher generally accepts whatever he sees and hears at face value" (p. 65). Erickson (1977), in defending qualitative research methodology, says:

> What qualitative research does best and most essentially is to describe key incidents in functionally relevant descriptive terms and place them in some relation to the wider social context, using the key incident as a concrete instance of the workings of abstract principles of social organizations. (p. 61)

Glaser and Strauss (1967) explain that qualitative research develops concepts and theories that are derived from the data and illustrated by characteristic examples. Theories emerge from the data and enhance the ability of the researcher to understand and devise explanations. They report that qualitative research is sensitive in picking up everyday facts about social structures and social systems. Morgan and Smircich (1980) posit that in doing research it is critical to unveil the inner nature of the social situation. They further explain:

> Different approaches and methods are required for studying these phenomena and more often than not they focus on qualitative features. The requirement for effective research is clear; scientists can no longer remain as external observers, measuring what they see; they must move to investigate from within the subject of study and employ research techniques appropriate to that task. (p. 498)

In this study it was important to examine the educational program at the community college from the viewpoint of the older adult student in order to discover the student's opinions concerning the institution's utility or success in meeting their needs. The study of educational needs and academic aspirations entailed recording personal perceptions of the older adult students from their perspective and the understanding of the older adult student's role in relation to academia. Therefore, it was important that I understand the meaning of this academic degree to the elderly students, and the influential factors behind their decision to begin and continue to pursue an academic degree. A full

understanding of the positive and negative experiences encountered by the older adult community college student was best approached through qualitative methodology.

In an attempt to examine how older adult students relate and interact to the community college culture, I used the exploratory case study method. According to Yin (1984) this is the preferred strategy when the researcher has little control over the events or when the focus is on a contemporary phenomenon within some real-life context. The case study method gives the researcher the freedom of viewing descriptive data first-hand and the opportunity to relate the case to theory via explanations and interpretations. It also allows the use of theory to explain major differences with multiple implications (Campbell, 1979). Simon (1968) suggests that case study descriptive research is the method to choose when you want to obtain a wealth of detail about subjects and to reveal insight and feelings. He advocates it as the appropriate method to find clues and ideas.

Since my goal was to reveal the perceived needs of older adult community college students in academic programs, it was difficult to predict how or what the students may perceive as educational needs or what issues will be of most concern to them. Therefore, it was difficult to know what specific questions to ask or in what order to ask them. In this case, a broad, open-ended semi-structured interview technique was employed to allow for a wide range of unanticipated answers. Yin (1984) indicates that this method will

generate facts, opinions, and insights about events. Schatzman and Strauss (1973) report that the interview provides context and meaning, and Gordon (1975) finds the interview technique to be superior to other collection techniques when gathering data on beliefs, attitudes, values, knowledge, or any other subjective orientations or mental content.

I also analyzed selected documents such as the college catalog, student handbook, and student newspaper. These items and others provided additional insight. The interviews and document analysis provided a way of cross validating the findings and providing a clearer picture of college life for older adults. Since this study revealed dimensions of personal feelings and perspectives that are often difficult to express, a qualitative research method is required. A major strength of qualitative research is that it allows for flexibility and exploration into new directions.

Site and Sample

A community college located in an affluent resort and retirement city was the site of this research. A community college setting was selected because of the following reasons: (a) free tuition policy for older adults, (b) open-door admissions policies, (c) previous educational attainment and grade point average are not used as barriers to older adult enrollees, (d) short duration of time to

complete degrees (2-year associate degree), and (e) convenience of location and accessibility within local transportation lines.

The sample was drawn from male and female adult students, aged 55 years and older, who were enrolled in degree granting programs of study. A yearly average of 100 students in this age cohort are enrolled and seeking degrees at this community college according to unpublished data provided by the college's Office of Institutional Research. The subjects were identified through the Office of Institutional Research at the college and the AGE (Applied Gerontological Education) Center on campus. I selected a stratified random sample of 15 individuals from all older adults in degree seeking programs utilizing demographic information obtained from the college based on the selected variables of age group and major subject area as shown in Table 3.

Table 3 demonstrates how the sample was stratified by age and subject major. The relative frequency was calculated by dividing the number in each age and subject division by the total number in the population. There are presently 73 individuals enrolled in degree granting programs at the community college. To obtain the actual number of people per subject discipline to use in the sample, the relative frequency was multiplied by the number 15, which was the predetermined sample size. This was done in order to maximize my study population in ways that previous research has not. A range of chronological ages and varied subject

Table 3

Study Population Selection

Stratified Random Selection
(relative frequency/number of older adults)

Age Group	Humanities	Social Sciences	Industrial & Public Serv. Technology	Business	Math & Natural Science	Total
55-60	.082/6	.123/9	.123/9	.301/22	.014/1	.644/47
61-65	.055/4	.041/3	.123/9	.082.6	.014/1	.315/23
66-70	.014/1	.014/1	--	.014/1	--	.041/3
Total	.151/11	.178/13	.247/18	.397/29	.027/2	1.000/73

(Percentages do not necessarily sum to totals shown due to rounding)

Number in Sample

Age Group	Humanities	Social Sciences	Industrial & Public Serv. Technology	Business	Math & Natural Science	Total
55-60	1	2	2	5	0	10
61-65	1	1	2	1	0	5
66-70	0	0	-	0	-	0
Total	2	3	4	6	0	15

interests give the results of my study a diversified and exploratory dimension. This diversity offers the potential for expanding theory by (a) providing information of a variety of patterns of older adult student educational needs and aspirations, (b) elaborating the findings through comparison and contrast of the last life stage education cycle, and (c) revealing commonalities of role adaptations among older adults of varied life experiences.

Entry

An introductory letter (see Appendix) was mailed to the 15 older adult students selected for the sample requesting their participation. A mail-back response card accompanied the letter. Linsky (1975) asserts that the transmittal letter is an opportunity to influence respondents and to motivate them to reply. He also reported that postcard enclosures in many instances attributed to high response rates, and that follow-up letters or postcards to those who failed to respond resulted in even more responses. An interview appointment was made by telephone call. Eleven persons responded favorably within a 2-week period. The four individuals who did not respond were contacted by telephone during the third week and each agreed to participate.

Since I had conducted previous research at the AGE Center of the community college, I obtained the permission of the director to use her as a reference and the Center as an interview site. I thought that this department would be

viewed by many of the older adult students as a haven--a place that has their best interests at heart. Therefore, I was probably considered a friend, not a foe, thereby explaining the favorable response. Being a student researcher with AGE Center backing also allowed me to keep my association with the study sample at an informal level. I have learned from the literature review and past experience that most older adults love to talk informally, relating past experiences and present successes. I am also employed at the community college that houses the AGE Center, therefore, entry was not a problem. This allowed me to be present and visible throughout the period of the research and to be readily accessible to the study sample. Taylor and Bogdan (1984) caution that throughout the study it is important to remember that an observer has the responsibility to put people at ease in order to gain acceptance.

Researcher's Role and Ethics

It is important to remain objective and not become involved when studying a particular group. This is especially important when doing research on older adults who, in the past have been the objects of stereotyping and much negative publicity. Yin (1984) advises one to maintain an unbiased perspective and abolish any preconceived positions. I was constantly aware of and reexamined changes in my attitude and reactions toward the older adult students. I included as part of my documentation any information as to

my reactions and their possible effects on the students. I was very much aware of the fact that my role as part of the community college may have positive as well as negative effects on the interview process. I could have been seen as a threat if it had been perceived that I had control over grades, graduation, services, and so forth. I made it clear that my role was that of a student researcher, not a community college official.

I felt that I was far enough removed from the classroom and administrative process to convince the student that I was not a threat. It was my intention to stress the fact that the information provided may assist in positive changes in community college policies, practices, or services for older adult students in the future. As I anticipated, the knowledge of assisting in the improvement of the educational life of fellow older adults was reward enough for the participants.

Sinnott (1983) emphasizes the researcher's role in assurance of confidentiality by pointing out the responsibility toward risk of social injuries, such as embarrassment, ridicule, or censure of family and friends. At the time of entry, participants were informed and assured of confidentiality. I assured them, as Lofland and Lofland (1984) suggested, that they would remain anonymous in all taped and written reports and that responses would be treated in strictest confidence. I used aliases in my

field notes to insure confidentiality. Consent forms (see Appendix) were signed by each participant.

Data Collection, Recording and Analysis

Data collection was done using the unstructured open-ended interview and participant observation. Unstructured interviewing, also known as intensive interviewing, according to Lofland and Lofland (1984) is "a guided conversation whose goal is to elicit from the interviewee rich, detailed materials that can be used in qualitative analysis" (p. 12). They explain that classic participant observation involves the interweaving of looking and listening, and watching and asking. A pilot study of three randomly selected individuals who met the population parameters was done to validate the questions. The questions covered the following areas: (a) family situations and interactions; (b) employment history/status; (c) reasons for pursuing an academic degree; (d) propensity to start new activities; (e) barriers to returning to school; (f) educational motivations; (g) educational background of family members and associates; (h) problems encountered during registration, in classes, and other school environment issues. An interview guide sheet along with an educational needs checklist (see Appendix) were used to insure that uniform data were collected and some questions were revised. The taped interviews and all notes taken remained in my personal files and were destroyed upon completion of the research.

The open-ended interview structure allowed for a wide range of answers and the divulging of personal experiences which were important to understanding the educational life of the older adult student on campus. I also examined selected documents such as the college catalog, student handbook and student newspaper in order to assist in analysis of data. I began recording data with the initial contact beginning with obtaining administrative consent. Data recorded at this time gave me valuable insights into institutional policy and administrative attitudes toward the older adult student. Taylor and Bodgan (1984) state that data collection during this period may prove extremely valuable at a later time when more information about the setting is known.

Taylor and Bodgan (1984) list techniques for recalling details of settings which I used as a guide during my study: (a) pay attention; (b) shift focus from a wide angle to a narrow angle lens; (c) look for key words in people's remarks; (d) concentrate on the first and last remarks in each conversation; (e) play back remarks and scenes in your mind; (f) leave the setting as soon as you have observed as much as you can remember; (g) record your field notes as soon as possible after observing; (h) draw a diagram of the setting and trace your own movements through it; (i) outline specific events and conversations that occurred at each point in time before you record your field notes; (j) if there is time lag between observing and recording the field notes,

tape record a summary or outline of the observation; and (k) pick up pieces of lost data after you have recorded your field notes.

Throughout the interview process, I kept in mind the administrative implications pertinent to older adult students and directed questions in this area. I simultaneously collected, analyzed, and synthesized the responses. The data analysis technique used in this study was patterned after the constant comparative method suggested by Glaser and Strauss (1967) which calls for a continuation of sorting, sifting, categorizing, and comparisons of the collected data. They explain:

> Using the constant comparative method makes probable the achievement of a complex theory that corresponds clearly to the data, since the constant comparisons force the analyst to consider much diversity in the data. By diversity we mean that each incident is compared with other incidents, or with properties of a category, in terms of as many similarities and differences as possible. (p. 114)

The grounded theory technique of data analysis allows one to manipulate collected data in such a way as to facilitate analysis into well organized strategies. The format for data analysis is in four parts:

1. Participant profiles--A detailed summary of each interview using the assigned aliases

2. Recorded data--Summarizes and analyses interview questions

3. Discussion--Identifies and synthesizes educational needs from all the interviews

4. Typology--The educational life cycle typology is completed using research findings.

CHAPTER IV

FINDINGS

Introduction

This section will present the results of the 15 interviews with older-adult degree seekers at a community college. The interviews were conducted between November 1988 and January 1989. With one exception, all the interviews were taped. Extensive notes were taken during the untaped interview. All names used in this report are fictitious; however, the remainder of the personal information provided is accurate and reflects the actual persons interviewed.

Participant Profile Summary

My sample was made up of seven men and eight women ranging in age from 55 to 65 who are pursuing an academic degree at a community college. A detailed participant profile table appears in the appendix. The educational background of the participants ranges from 10th grade through master's degree. Three individuals had not completed high school. Two of these have obtained the GED certificate, one since being enrolled at the community college. The educational background of the remainder of the participants includes five high school graduates, two bachelors degrees,

and three master's degrees. Two individuals had taken a few college courses.

The majority (67% of the participants are pursuing their education on a part-time basis with only five individuals (33%) being enrolled full time. The part-time students enrolled in a majority of night classes. Five individuals (33%) are employed on a full-time basis, seven (47%) are employed part-time, two (13%) are not employed and one does volunteer work. One individual is employed by the federal government and the others in the private sector.

All the male participants, except one, are retired military personnel. Only two of the retired servicemen receive veterans' benefits. One female is utilizing her husband's veterans' benefits. Two (13%) individuals are utilizing financial aid services through the college work-study program. The remainder of the participants pay their own way.

Two female participants are widowed and one male participant never married. The remainder of the participants (80%) are married and living with their spouses. The individuals who are not married are very active in community and volunteer activities.

Personal Profiles of Participants

This section gives a personal profile of each of the 15 participants involved in this study. Each profile reveals educational background and motivations, employment history

and status, reasons for pursuing an academic degree, propensity to start new activities, family situations and interactions, educational background of family members and close friends, barriers to returning to school and any special problems encountered.

SHEILA BEAMONA 55

Fine Arts
(Humanities)

Shelia, a housewife, decided, after her 20-year-old son left home, to enter school and devote time to her own interests. She has an A average and will neglect other things in order to do school work and study, including watching television.

Her first few weeks of school were very uncomfortable. She felt insecure with fellow classmates who were younger than her own son. The adjustment was a fairly easy one however, because the younger students helped her to relax and the instructors treated all students alike. She now considers herself a class leader and often makes the highest grades on exams.

Shelia's husband's progressively deteriorating health is a constant reminder that she will soon have to seek full-time employment and that she may soon be alone. Her mother's influence gives her the determination to finish and to make top grades. Her mother is a former school teacher. Her son, who has an associate's degree in data processing, is happy that she has found an outside interest and a way to

develop her talent. She considers it a privilege to attend school and encourages others whenever possible to complete their education.

Shelia intermingles in the cafeteria with the younger students and has friends of all ages and backgrounds. She realizes that she may not find employment in the field of art after graduation but will try very hard and will take whatever job she finds.

KAYEE CHILDS 58

Early Childhood Development
(Social Sciences)

Kayee went to work after completing the 11th grade and later obtained her GED. Her early ambition was to be a nurse. She started at the day care center, where she is presently the director, 30 years ago. After the first 15 years she decided to take a few classes to improve her own abilities as well as encourage her staff to do the same. She felt that in setting the proper example, her staff would then be motivated to do the same. At first she took a variety of courses related to her work and then in 1982 she decided to work toward a degree. She attended school as a part-time student while she continued to work full-time. She plans to take courses in art and creative writing after retirement at age 62.

When she first started taking classes at night there were no courses in early childhood education being offered but she felt that formal classroom experience and the

theoretical knowledge were important not only for herself but for her staff regardless of the nature of the coursework. She feels that if a person truly wants to do something then nothing can stop him or her.

Kayee would like to see a special handbook of some sort for older students. Even though she hasn't had time to interact with younger students on campus she does so on a daily basis on her job, and feels that the handbook will encourage campus involvement by older students who have time and attend school full-time. Through the years of taking classes she has learned that it's easier to register by mail, buy textbooks only when absolutely necessary, and go straight to the department chairman when she has a problem.

Kayee has the full support of her children who look to her for direction. She feels directly responsible for her son enrolling in and graduating from the community college and her daughter completing her nursing degree, both of which were done since Kayee enrolled in school. Kayee is mostly proud of her high grades, and she has received a C grade only once in all the years of coursework. Many of the young people on the staff of the day care center that she operates have also entered and completed school as a result of her encouragement.

WORTHY EARLES 62

History
(Social Science)

Worthy is a retired school teacher who taught elementary and junior high school art for 33 years. His deceased parents were well known local artists. Community involvement is an integral part of his life and artistic endeavors have filled his entire life. After retiring he traveled for a few years throughout Europe. He has never been married, lives alone, and has no family responsibilities. He enjoys putting jigsaw puzzles together when he is not playing golf or fishing. Worthy enrolled in school because he wanted to keep in touch and because he missed the classroom atmosphere. He decided to major in history as a personal challenge stemming from his early childhood dislike of history. Worthy teaches art as a volunteer at the boy's club, and is also a Big Brother. He likes being active and participates in campus life and college activities as often as he can. Since enrolling, Worthy has lectured in one of the art classes and displayed some of his art works in the student art show.

ABE FORRESTED 58

Air Conditioning, Heating, Refrigeration
(Public & Industrial Services Technology)

Abe majored in zoology in college and took a few graduate classes, with thoughts of becoming a veterinarian, prior to entering the Navy. He spent 38 years in the Navy

as an officer and occasionally taught military-related courses. Upon retirement from the Navy he taught courses at the Armed Forces Staff College.

During the latter part of his service career he acquired a sizeable amount of real estate. Being economical, he decided it would be best if he learned to do some of the maintenance on his rental units himself. He decided to learn how to do simple air conditioning repairs and to learn the theory behind the major jobs. He has a son who is working on a master's degree in biology, and who does maintenance work with him on the apartments. They share learning experiences and enjoy discussing school work.

Abe is having lots of fun in school. He is really enjoying the experience. However, he only attends part-time and doesn't participate in any extracurricula activities. There is very little interaction with students outside the classroom. He never uses the cafeteria, library, counseling or other services. He doesn't even take advantage of Veterans Administration educational benefits. He appears to be a self-directed individual. Once he made the decision to attend school he called the appropriate department, made inquiries, questioned several individuals concerning procedures, and followed their advice. He describes himself as independent, self-motivated, happy-go-lucky, confident, and self-assured.

He has never used the college catalog or handbook nor read the school newspaper. He follows a curriculum guide

sheet when selecting his courses. This is his second year and thus far he has only taken technical courses and two computer courses. He has not yet taken any core academic (math, English, history) courses.

After he completes his degree he plans to continue to take classes for personal fulfillment. He is interested in Russian, history, geography, and Chinese. He is in good health, with the exception of a slight hearing loss for which he occasionally wears a hearing aid. He makes a habit of sitting in the front of the classroom because of his hearing problem. He sought a tutor when having difficulty with a computer class. He chooses not to participate in student extracurricula activities, but was proud to be invited to join the Honor Society. He chose not to join the Honor Society however. He felt that since nonacademic courses had dominated his time in school, he did not really deserve to be a member of an honors organization. Abe plans his classes so that he never misses a meal at home and thus has never used the cafeteria. He has not been required to use the library.

REBA HAVILAND 60

Early Childhood Development
(Social Science)

Reba has never worked outside the home. Her two children have been out of the house for 10 years. While her children were growing up, and until 4 years ago, she provided child care services in her home. Her husband works at the post

office, but plans to retire in a few years. She and her husband would like to open a professional day care facility. She is therefore obtaining a degree so that she can become certified and can meet state qualifications for licensing.

Her two children have college degrees. Reba has always wanted to go to college, but until now there wasn't enough money or time. She has always been very active in her church. She was also a girl scout leader and participated extensively in the PTA when her children were young. Reba's hobbies include needlecrafts and watching old movies.

Reba's husband encouraged her to enroll in school along with her brother. Her brother graduated from the school several years ago. Reba now attends full-time, and expects to graduate next year. She is a member of the school's honor society and is working in the child development lab.

DAVID JACKSTON 65

Air Conditioning, Heating, Refrigeration
(Public & Industrial Service Technology)

David is 42-year Navy veteran. He completed his BS degree in chemistry prior to going into service, and took varied other classes while in the service. He also taught military courses while in the Navy. After retiring from the service he taught engineering courses and was employed as a full-time industrialist. He also held positions in the chemical divisions of several oil companies, including that of regional supervisor. His last position required extensive

traveling. He retired after becoming seriously ill and was diagnosed as having only 5 years to live.

Five years later, having apparently recovered from his illness, he worked in retail sales and did consultant work. This proved too arduous, and he therefore retired again. While he continued to work as a consultant he decided to enroll in school to update his skills. At that time he had no plans to work towards a degree. He called the school, talked to the chairman of the department and was enrolled in school within the week. One class led to another, then another, and he soon realized that he was only hours from a degree. Since he has only been enrolled on a part-time basis, it has taken longer than he expected to complete his degree. He now plans to retire after graduation. He would like to open up a radio-controlled model aircraft shop and is presently doing exploratory work in preparation for this. He will enroll in his last class next semester.

He describes himself as a "stuffshirt" with adults, and a "kitten" with small children. He is basically a loner who feels that he is too old to get involved in school activities and that he has nothing in common with the younger students. He and his wife are very close and do most things together, especially since his near-death experience. She is very supportive of his attending school and sees to it that he doesn't overexert himself. His wife is a very talented artist with evidence of her talent dispersed throughout their home. However, he has never been able to get her interested

in pursuing a degree or even to take art classes from the community college. She has, however, taken art classes sponsored by the city. She does interior decorating for individuals and flower arranging for local florists.

JENA JARVISTON 68

Gerontology
(Industrial & Public Service Technology)

Jena completed the 10th grade and worked many years as a nurse's aide. She entered school to fulfill a life-long dream and to pursue some of her hobbies, such as photography. Since entering school she obtained the GED. She missed passing the first GED examination by one point, waited the required 6 weeks to retake the part that she missed, and passed. She is very proud of this accomplishment.

Jena was encouraged to attend school by her daughter-in-law, who was enrolled at the time. Her children, who live in another state, thought that she had lost her mind, but are now looking forward to ger graduation. When her husband died, she moved to this city with her son and his wife. She was working with senior citizens at a long term care facility when she decided to enroll in school. She decided that she should know something about old people if she was going to continue to work with them.

Since enrolling in school Jena has found a new sense of independence. She has gotten her own apartment at a senior housing complex and started working with the activities director at the senior community center.

The classes don't come easy for Jena. She has to work and study hard but enjoys every minute of it. To watch her interacting with the younger students, you would think that she's as young as they are. They call her by her first name and seem to enjoy having her around. She accepts most invitations to be with the younger crowd, even to the extent of going camping. There's always a smile on her face and she never complains about too much school work. She participates as much as she can in campus activities. She spends time between classes in the cafeteria and the library, and students seem to gravitate to her.

Jena's biggest problem in attending school has been transportation. She doesn't drive and has to rely on public transportation. Not being on the regular bus line, she has to rely on the senior citizen transport van which either gets her to campus 20 minutes late for class or 2 hours early. The 9:00 a.m. class is the one where she is most often late. She will graduate this spring and is overjoyed.

DOUGLAS KLIMEND 57

Data Processing
(Business)

Douglas completed 2 years of college before entering the service. He was majoring in math and chemistry. He spent 28 years in the Marine Corps before retiring. After retirement he opened an antique shop but was forced to close it when the demand for them was not sufficient enough for him to make a living. He then decided to enroll in school

to prepare for a career change. Real estate and accounting were the two fields he pursued. He worked on this dual degree until he took a computer course which he liked so well that he changed his major to data processing. He needs 3 hours in each field to complete degree requirements, but is so engrossed in computers that he has not found time or incentive to complete them. He often tutors students in accounting and advises those planning to go into business for themselves.

Douglas feels that part-time instructors place students at a disadvantage and if the student is also a part-timer, he has a double disadvantage because neither has contact with what is happening on campus. He likes the college environment and feels secure and appreciated. The younger students appear to look up to him and seek him out for guidance and advice.

Douglas is married, but his wife has no desire to attend school and questioned why he would waste his time until she saw how much he enjoyed it. He wasn't certain what he was doing himself. He had seen ads in the newspaper from the community college and decided to give it a try.

Douglas works in the computer lab at school full time and enjoys it so much that he will continue to do that after graduation. He likes to draw and paint and will devote more time in this area after graduation. He is also seriously giving consideration to doing volunteer work for the police

department. He has already talked to several individuals concerning this.

BARRY LANCASTLE .59

Data Processing
(Business)

Barry is a retired naval officer who, after 26 years, retired in this area because it was his last duty station. He decided to attend school to prepare for a new career. He enrolled with the intentions of majoring in business but has since changed to data processing and is a straight A student. He entered the Navy in 1948 right after high school graduation. During that period he took numerous military-related courses as well as other types of courses.

Barry is now working as a programmer analyst, which is partially the reason for his degree change. He got this job through a former instructor who recommended him for it. His job sometimes requires travel which has interfered with coursework from time to time and has prevented him from registering for some key courses.

He has three children, all of whom have graduated from college. One was enrolled in college simultaneously with him. They are very proud of him, and he of them. His wife fully supports him. She is a housewife and has no desire to go to school. She enjoys crafts and needlework.

Since enrolling in school Barry has taken several courses unrelated to his curriculum because he has many interests, including engineering and restaurant management

classes. Most of his campus acquaintances are retired military or instructors. Barry looks forward to the student newspaper which keeps him abreast of campus happenings and makes him feel more a part of the school environment.

After graduation he plans to continue in his present job and occasionally take classes to update his skills. He likes being in school and the relationship he has with his instructors. However, as a former officer, he feels that at times he can be overbearing and outspoken. He enjoys the hands-on practical thrust of the data processing curriculum which is most useful in his present work situation.

DEEDEE LEWIST 60

Dietetic Technician
(Public & Industrial Technology)

DeeDee, a native of the Philipines, came to this country 6 years ago after the death of her husband to live with her daughter. She had retired from teaching home economics prior to coming to this country. After a year she realized that she must find a job in order to help her daughter, a nurse with three children, and to meet her own expenses. She was unsuccessful in getting hired as a teacher; therefore, she decided to enroll in the community college which was within walking distance of her home. She also thought that she might find work through taking classes. She doesn't drive, and realizes that this limits her job opportunities.

DeeDee found part-time work her first term on campus and has continued to work. She has made many friends and likes being a part of the campus family, but fears what will happen after she graduates. She is very comfortable in her campus surroundings and the proximity to her home is an added advantage.

DeeDee spends full days on campus and participates in many facets of campus life. In addition to working on campus she is a member of several organizations.

Upon graduation she would like to find full-time work as a dietician. She will retire at age 66 and has no plans to take other classes at that time. She likes to sew and cook but tires easily. She doesn't like deadlines because she doesn't work as fast as she once did. She also admits to some memory problems.

HAPPA LONGFELLOW 64

Commercial/Graphic Arts
(Humanities)

Happa, the mother of three, is a high school dropout who has multiple talents and varied work experiences. She married a career army officer a year after completing the 11th grade, and thus traveled a great deal during the next 20 years. She held many diverse jobs during that time. With each move, she would take whatever courses she could, often on the military base. At first she started out taking self-improvement night courses such as swimming, speech, music appreciation, and art. After her last child started school

she entered a program of studies at the local college to become certified to do substitute teaching. She worked as a substitute teacher until they moved again.

Happa has always liked going to school; she feels that she was probably trying to make up for not finishing high school. Happa earned a real estate license and worked in that area for several years. She took courses and became a nurse's aide while living in one city and, with the next move, took additional courses in data processing. She has never been afraid of learning something new and attempted to keep abreast, in order that she would find work with each military move. Despite all this disjointed course-taking she never entered a degree program.

She worked as a nurse's aide, substitute teacher, as a mental health technician, and a clerk typist. She also had experience with children and writing. At present she is working as a receptionist at a psychiatric counseling facility. Now that her husband has retired and the children are grown she has decided to return to school and obtain a degree and try to get her GED in the process. It is taking her longer to complete the degree than she would like because her job schedule keeps conflicting with required coursework.

Upon graduation Happa would like to work but is afraid that her lack of experience and her age will be major obstacles to finding employment. In addition she does not want to work full time or long hours. She really has no desire to compete in the work force but her economic

situation requires that she must. She likes working in the counseling field, but does not like the long hours. She is majoring in art because of the encouragement from her husband and children who feel she has talent. She will probably open a graphic arts business with her daughter, who also is an artist. Happa also likes to write and will probably write and illustrate children's books in her free time.

CLOVIS MOSSEY 56

Real Estate
(Business)

Clovis married a marine right after graduating from high school and spent the next 25 years being a wife and mother. When her husband retired, they settled in this area and Clovis started taking college courses for self-improvement purposes. Many of her friends and neighbors are college graduates and she wanted to improve herself. Clovis' daughter, a school librarian, encouraged her to apply her credits toward a degree. She had no idea what she wanted as a major. However she had enjoyed being a mother and grandmother before her children moved away, and this experience made her lean more toward some form of early childhood career.

Clovis' husband suffered a heart attack a year ago and became unable to work. In order to supplement her husband's retirement income, Clovis is now trying to complete a degree in real estate. This will allow her flexible hours and

minimum time away from home. She needs a job that allows her to cook and care for her husband when needed.

Clovis and her husband enjoy swimming in the family pool. They have two dogs and a cat. Their two grandsons usually spend weekends with them. Clovis has very little time to spend at school although she enjoys the association with the younger students. She makes good grades and feels that school has added a new dimension to her life.

FLOYD NATURAL 58

Business Administration
(Business)

Floyd is married, the father of six, grandfather of four, and very involved in family life. One of his daughters was valedictorian of her high school class and a son finished sixth in his graduating class. After graduating from high school he worked for 3 years before joining the Navy, where he spent 26 years.

After retiring from the Navy he worked in the supply department of an electronics company. This work was similar to what he had done in the Navy. He quit this job to attend school full time and take advantage of the Veterans Administration educational benefits. His desire to change careers was the primary reason for his returning to school.

Floyd is glad he decided to return to school. He values the experience and the different outlook it has given him. At first he was very apprehensive about school, and worried about keeping up with the work. The idea of being compared

to and in competition with young students was not an appealing one.

Floyd attended school for almost 2 years full time and then had to return to work. He now attends school part time and needs only a few more classes to graduate. Between family and work, he doesn't have time for extracurricular activities.

JAMES SMILEY 57

Merchandising
(Business)

James entered the Navy after completing high school and stayed 27 years. He taught military related courses for 11 of those years. The last 3 years were spent teaching Saudi Arabians on the base.

After retirement he entered school on the advice of a friend, also a retired Navy veteran who formerly worked at the college. With the assistance of his friend, he learned of the work-study program and obtained work in the Veteran's Office on campus. In addition, he saw his Veterans Administration educational benefits as a supplement to his income. He initially entered school primarily to take advantage of these benefits. VA requires that you declare a major in order to be eligible for benefits. There is also a quota on the number of students selected for any particular major. His first choice for a major was closed. He therefore enrolled in and obtained an associate's degree in his second choice: hotel and restaurant management. Immediately upon

obtaining that degree, he began working on a second degree in merchandising. He presently needs one more course to complete all degree requirements. He has really enjoyed school.

James lives in an area about two miles from the college. Most of his classes have been at night where there were other adult students and retired military personnel. He is a very independent student who has established relationships only with veterans and individuals who work in the office with him. Describing himself as economical, he brings his lunch each day, and spends his free time between classes in the library. When he first entered school he pressured himself to make straight A's and was very discouraged when he didn't. He no longer feels this way, but maintains a B+ average. Upon completion of this degree he will seek part-time employment. He doesn't want to work evenings or weekends.

GLADYS TUESDAY 65

Data Processing
(Business)

Gladys married right after high school, and was a housewife until her first husband died. She then went to work to support her three children. She later remarried, but continued to work. Employed as an accountant, she felt that she should get a degree and become certified, but was discouraged by a boss who told her that no one would hire a female accountant. Following this and other discriminatory

experiences, she became determined to return to school and obtain a degree.

Gladys started undergraduate classes at the age of 47 and continued until she completed her master's degree. When she first started she had no intention of obtaining a degree, but the first class was so easy that she continued. She majored in sociology with a minor in business. Her master's degree is in urban studies.

She worked for the city planning council after obtaining her undergraduate degree, but after a year decided to begin work on her master's degree. She took as many political science courses as her curriculum would allow because she had worked on several local election campaigns. After her second husband died she retired from her job as director of an information referral center. Computers were introduced to her office shortly before she retired. Finding their use interesting, she decided to purchase a personal computer for home use.

Gladys enrolled in a course to learn how to operate her computer. She started with two night classes that she thought would be helpful, and one class led to another. She likes to travel and has, on occasion, withdrawn from a class because it interfered with travel plans. She will enroll in her last class next semester.

Gladys has always been a very active and involved individual. She has done a lot of volunteer work, serves on many boards and also does some consultant work. She keeps

busy and enjoys working in the community. Its been 6 years since she retired, and she has no plans to slow down.

Question Summary and Analysis

This section summarizes and analyses the data from the 17 basic interview questions. Persons with notable responses, ideas, or situations are pointed out. The tables at the end of each section magnify the participant's responses. Participants could give more than one reply to most questions. N represents the total number of participants responding.

Describe Your Professors

Basically the participants interviewed were not very critical of their instructors. One older-adult student expressed concern about being unqualified to judge an instructor's expertise, and stated that a pleasant demeanor was a good indication of a good classroom experience. Most instructors are reported to be performing their roles adequately, offering their services and presenting their programs with concern, enthusiasm and competence. They have specific expectations of all students regardless of age. The participants generally describe them as outstanding, demanding, caring, knowledgeable, understanding, and enthusiastic. Several older-adult students expressed that the same amount of dedication is not evident in some of the part-time instructors.

Some instructors have proven to be versatile, in that they realize, with older adults in the classroom, they can augment their prepared lectures and thus stimulate younger students. One participant elaborated on the ability of one instructor to present the course material in many different ways on several different levels, thus reaching the more advanced students on their level, and the lesser prepared students on their level. One instructor was described as able to make the subject "come alive" and very interesting. Several participants admitted that on occasion they had avoided certain instructors at the advice of younger students and this may account for the limited number of unpleasant experiences with instructors (see Table 4).

What is Your Overall Feeling About Your Classroom Experiences? What are Your Impressions of the Professors' and the Younger Students' Reactions to Your Presence?

The majority of the participants reported positive classroom experiences that were fun as well as enlightening. All were comfortable in the intergenerational classroom setting once the initial adjustment to returning to school had taken place. None of the participants reported any negative classroom experiences. All participants reported wide acceptance by younger students and faculty. The older adult students interviewed reported positive attitudes from all faculty and students with whom they interacted. Some of the participants interviewed have formed special bonds with

Table 4

Description of Professors

Comments	N	%
Excellent/Exceptional	4	27
Very Good	8	53
Very Fair	1	7
Fair	2	13
Knowledgeable/Competent	6	40
Helpful	2	13
Prepared	2	13
Very Encouraging	2	13
Very Demanding	1	7
Understanding	1	7
Boring	1	7
Part Time Instructors (negative)	1	7
Considerate	1	7
Enthusiastic	1	7
Familiar with student's ability	3	20

N = Total number of participants responding; respondents could give more than one reply.

younger students in their classes, especially when a series of courses were taken together. The younger students tend to seek advice and direction from the older students on subject matters as well as personal matters. Jena, who always has a group of young students around her, seems to have

developed a special rapport with them. The mere presence of the older adults in the classroom gives the younger ones incentive because they see that the older adult students still have the incentive and energy to go to school and learn. Some younger students even have suggested it to their own parents as a result of their associations with older students.

Teachers have welcomed the experiences of the older students as a way of bringing real life work situations into the classroom. This was expressed by Barry and Worthy. Barry felt that one of his instructors turned what could have been an intimidating situation into a positive one when he allowed him to share past experiences that related to the unit being discussed.

While there is a large amount of enthusiasm among these older-adult students, the expressed confidence only came with time. Most were initially uncertain about their ability to perform at acceptable levels and apprehensive about college life in general. Compulsive study habits were formed initially to ensure high level performance. A more evenly paced study schedule was generally adopted after the first course.

Overall classroom experiences of older-adult students can best be described as a revitalization process. Many reported experiencing a feeling of youth and that, in effect, being in school was tantamount to a new beginning. "Challenging and interesting" sums up the perceptions of

most of the older adult students concerning their classroom experiences (see tables 5 and 6).

Table 5

Classroom Experiences

Comment	N	%
Fun/Enjoyable	9	60
Comfortable	3	20
Challenging	2	13
Good	2	13
Enriching	2	13
Initial Apprehension	2	13
Positive	1	7
Interesting	1	7
Memorable	1	7
Very Good	1	7

Are You Treated Fairly and Equally in Classrooms or Are You Given Special Consideration?

Classroom standards have not been lowered because of the presence of older students. If anything, they have been raised because more was generally expected of the older-adult students by faculty due to their previous experiences and level of maturity. Fair and equal treatment was reported as the rule. Individual learning differences were taken into account in the fair and equal treatment of older adult

Table 6

Student/Professors Impressions

Comments	N	%
No Reaction	6	40
Acceptance	6	40
Friends/Buddies/Comrades	4	27
Positive	2	13
Role Model	2	13
Respect	1	7
Intimidation	1	7
Uncertainty	1	7

students. Barry reported on being given more advanced work and Douglas feels his teachers had higher expectations of him.

Happa, Worthy, and James commented on shared experiences and age similarities with instructors. Douglas and Floyd commented on job referrals by instructors. A special rapport seems to have developed among many older adults and their instructors. All older adults accept the fact that they must do the same amount of work as the younger students (see Table 7).

Table 7

Treatment

Comments	N	%
Fair	12	80
Equal	9	60
Special Consideration	4	27

Describe Your Level of Classroom Participation

The majority of the older-adult students interviewed reported being active participants in the classroom. Most are highly verbal and don't hesitate to answer or raise questions, voice their opinion and give advice. The verbal expressiveness of older-adult students can probably be attributed to a storehouse of information based on their total life experiences. They seem to always have a wealth of things to talk about and are usually willing to do so. Several participants reported on initial hesitation or reluctance to speak out in class. Once the initial adjustment to the classroom has been made and a certain comfort level is reached, older-adult students freely speak out because they feel their experiences are valuable and worth sharing (see Table 8).

Table 8

Classroom Participation

Comments	N	%
Very Verbal	8	53
Moderate	7	47

What Motivated You To Seek A Degree?

Many reasons are given for returning to school ranging from professional achievement, career change, job advancement, educational improvement, and financial success. Many individuals had two and three careers in a lifetime. The majority of the participants of this study reported they were motivated to return to school by an interest in increasing or changing their career opportunities. Some of the veterans admitted that one of their initial motivating factors was to take advantage of the VA educational benefits. For these individuals, upgrading of skills was needed in order to adjust to, and be prepared for, civilian life and employment. The desire for career advancement is indicated as the reason for returning to school by most individuals interviewed. Personal enhancement/achievement is reported as important by three individuals.

Some participants expressed lifelong desires of attending school and learning. Education and learning have always been high priority values in our society. The failure to

attain a certain level of education causes some individuals to feel unfulfilled or incomplete. The responsibilities of family, work, and military commitment prevented or delayed educational opportunities in early life. Buried aspirations of attending school appear to surface in older adulthood (see Table 9).

Table 9

Motivation

Comments	N	%
To Prepare For New Career	6	40
Self-Improvement	3	20
Job Improvement Skills	3	20
Personal Fulfillment/Challenge	2	13
To Expand My Knowledge	1	7

How Did You Decide On Your Major?

Most individuals decided on their major area of concentration prior to enrolling. This is one area where there was no uncertainty, even prior to the decision to attend school. Most major subjects were chosen because they related to previous work experiences. Talents dictated several subject majors. Older adults seeking degrees tend to rely heavily on past experiences or talent. Areas in which there is a reasonable amount of familiarity greatly influence their choices.

Older-adult students with extensive academic preparation were more likely to venture into a new field as was evident with Gladys and Worthy. Douglas also chose an entirely new field. Seventy-five percent of those interviewed with some college coursework are majoring in new subject areas (see Table 10).

Table 10

Major Subject Area

Comments	N	%
Already Working in Field	4	27
Challenge	4	27
Past Related Experiences	3	20
Identified Talent/Hobby	2	13
Flexible Hours	1	7
Primary Interest	1	7

What Will You Do With This Degree and What Are Your Future Goals?

Several respondents were already working in their major subject area either full- or part-time. Others plan to seek employment immediately after graduation. Only two (13%) individuals had no plans to use their degree after graduation. One will retire and pursue hobby interests and the other will continue to travel, do volunteer work and

whatever else gives her pleasure. Only one individual stated plans to continue study toward a baccalaureate degree.

Three individuals (20%) reported no plans to continue their education by taking classes of any sort--academic or pleasure. Individuals acclimated to learning and going to school tend to continue to do so. When serious study and job preparation skills are completed, then avocational and pleasure interest courses take precedence (see Table 11).

Table 11

Future Goals

Comments	N	%
Seek Employment	5	33
Private Business Venture	5	33
Volunteer Work	4	27
Continue Working at Present Job	3	20
Continue Formal Education	1	7
Travel	1	7

Have you Taken College Level Courses From Other Institutions?

All former servicement had coursework throughout their military career and were very acclimated to the classroom environment. Two individuals, Jena and Shelia, can be described as having nonacademic backgrounds. It had been

50 years since Jena attended a formal classroom and Sheila had not been in a classroom since her 20-year-old son was born. Kayee, Reba, and Clovis had very limited classroom experiences since high school graduation as well. Pursuing a degree was a completely new experience for the majority of those interviewed. On the whole, the older-adult students who participated in this study are characterized as having a history of informal educational activities. The courses reported were either job related, as with the retired military, or personal enhancement courses (see Table 12).

Table 12

College Level Courses

Comments	N	%
No College	6	40
Military Courses	6	40
Some College	3	20
Workshops/Seminars	1	7

What Information Did You Have Prior to Enrolling and How Did You Obtain This Information?

Most individuals learned of the school through friends or relatives who were attending. This indicates that word-of-mouth may be an effective communicative method for learning about college programs and opportunities for the

older-adult population. Convenience of location was stated as a major factor for those already aware of the community college. One student pointed out the fact that there was an absence of published information concerning the tuition-fee waiver for older adults. None of the participants interviewed knew of this option prior to enrolling. The newspaper was also mentioned as a source of information about the college. Three persons (20%) had read articles in the local newspaper about the college which had influenced them to enroll (see Table 13).

Table 13

Preenrollment Information

Comments	N	%
None	7	47
Talked to Former/Present Student(s)	3	20
Talked to Former/Present Employee	2	13
Media Information	3	20
Used Library	1	7

Have There Been any Social, Personal, Psychological, or Physical Factors Affecting Your Attendance?

This question was designed to focus on those constraining factors related to those personal life situations which curtail the decision to return to school or add to the drop-out rate of older adults. Most of the participants

started with evening classes because of multiple responsibilities such as full-time work, family, and or aged parents, or other external factors. No real opposition by family members, friends, or spouses was found in this study. All participants appear to have the full support and encouragement of family and friends. None of the participants reported any personal problems which interfere with their ability to study or attend classes. However, two reported on illnesses of relatives that caused some stress.

All older adults questioned reported good health and no physical handicaps. One reported a previous health problem. One reported memory deficiencies. Transportation is a major problem for Jena who does not drive but for those that do it posed no problem. All participants have a good relation with the younger students and interact well with them; social adjustment appears not to be a problem.

A psychological constraint that was either voiced or alluded to by several participants was discouragement because of slow progress due to their part-time status. Time was felt to be a precious commodity; they have less than they'd like. Another psychological constraint that the participants imposed on themselves was fear of failure. Some worried about competing or keeping up with the younger students in the classroom (see Table 14).

Table 14

External/Internal Factors

Comments	N	%
Ill Family Member	2	13
Full Family Support	15	100
Past Health Problems	1	7
Transportation	1	7
Time	5	33

Would You Recommend Enrollment at This Institution to Others in Your Age Group?

All those interviewed would and have encouraged other older adults to enroll in the community college. They all place a high value on education and its lasting effects. Remaining alert was mentioned as the most positive outcome of returning to school. All participants appear to enjoy being in school and are having a lot of fun in classes, meeting new friends and interacting with young people. They feel that being in school is time well invested and is a valuable experience for any older adult. Many older-adult students don't hesitate to verbalize their joy and youthful attitude and to share school experiences with friends. Their new-found youthful attitudes help to make their friends aware of their pleasure of being in school.

What Advice Would You Give to Future Older-Adult Students?

This question was approached from two different viewpoints. Some participants offered words of encouragement and enticement for future enrollees. Others offered advice to assist in making an easy adjustment to school life and having a positive learning experience.

The overwhelming advice to older adults is to take a small course load initially. Others advise them to seek out counseling, put enough time aside for study and register early. All participants caution about worrying about being too old to attend school. They agree that age is not a drawback and, in some cases, the older adults' experiences will prove beneficial to their younger classmates (see Table 15).

Table 15

Advice

Comment	N	%
Take Small Courseload	6	40
Reserve Time for Study	5	33
Talk to Counselors	2	13
Plan Courses	2	13
Register Early	2	13
Expect to Work Hard	1	7

What Institutional Policies or Practices Might Be Seen as Barriers by Older Students or Were Barriers That You Had to Overcome?

Older-adult students interviewed acknowledged very few problems or barriers to their attending classes. They appeared to be willing to make whatever adjustments necessary in order to achieve their goals. The participants in the study generally felt that the older-adult students and their educational needs were not a priority of college officials. The reason given most often was their minority status and their perceived uselessness to the college.

Transportation and parking are two barriers identified by the participants. Nonflexible scheduling or waiver of courses, rigid curriculum and inflexible programs, and night hours for bookstore were mentioned when participants were pushed to come up with an answer. Six individuals (40%) could make no comments on this area. They generally felt that there wasn't anything that would prevent someone from enrolling if they really wanted to (see Table 16).

What Problems Would Future Older Adults Have in Enrolling in Classes?

The older-adult students interviewed generally didn't foresee any problems for future older students. It was difficult getting them to visualize or anticipate future problems. Parking and transportation were generally the only problems identified that future older-adult students

Table 16

Barriers

Comments	N	%
None	7	47
Course Restrictions	2	13
Transportation	2	13
Parking	1	7
Long Registration Lines	1	7
Bookstore Hours	1	7

might face. Table 17 gives those items suggested when the older-adult students were pressed to give an answer.

What Policies or Practices Might the College Initiate in Order to Provide Comprehensive Educational Services in the Future for Older-Adult Students?

Three individuals (20%) were very vocal about the administration developing cooperative education programs especially for older adults that would serve a two-fold purpose of financial aid and work placement via experiences in a new field. They feel that administration is not concerned with older-adult graduates finding employment.

A few older students mentioned networking opportunities and support groups such as an organization for veterans. One participant discussed the helpfulness of a class roster which included addresses and telephone numbers so that there

Table 17

Anticipated Problems

Comments	N	%
None	5	33
Transportation	2	13
Night Parking	1	7
Campus Expansion	1	7
Lack of Determination and Patience	1	7
Inadequate Counseling	1	7
Crowded Classrooms	1	7
Canceled Classes	1	7
Choosing a Major Subject	1	7
Long Registration Lines	1	7
Employment/Job Market	1	7

could be more cohesiveness and communication when needed concerning assignments. Special orientations and campus tours were identified as areas of concern by several participants. Another individual felt that personal stress counseling, especially prior to final examinations, to be an area for future consideration (see Table 18).

Educational Needs Summary and Analysis

Academic

The educational needs included in this section included instruction, textbooks, examinations, grades and grading,

Table 18

Suggested Policies

Comments	N	%
Special Orientation Sessions	4	27
Special Counseling	4	27
None	4	27
Employment Opportunities	2	13
Fewer Courses Restrictions	2	13
Campus Organizations	2	13
Utilize Older Adult's Talents/Services	2	13
Older-Adult Student Participation in Policy/Program Planning	2	13
Additional Publicity	1	7
Financial Aid	1	7
Student Roster/Directory	1	7
Slower-Paced Classes	1	7
Provide Transportation	1	7
Counselor Retraining	1	7

course content, curriculum and library facilities. Each participant was asked to view this cluster by relating career needs and academic programming.

Instruction. The overall feeling about the quality of instruction is described as excellent. This is important in that the majority (80%) of those interviewed can be

termed as continuous learners. The retired military persons (40%) were all exposed to numerous formal courses throughout their careers. Other individuals had been exposed to various self-improvement courses or job related classes. Only one individual, Jena, had been out of school for 50 years with no formal instruction since 10th grade.

Course content/curriculum. Course content is perceived to be adequate and well paced by instructors. One participant felt that there would be more depth within the courses he had taken while another wanted more continuity between sequenced courses. Discussion and group assignments are preferred by 11 (73%) of the participants. Two individuals (13%) especially like projects and class presentations.

None of the participants is disappointed with course content. One individual did express concern that some of his courses provided excessive information that wasn't practical and would never be needed or useful. Most participants, however, expressed that their courses were very practical and applicable to the real work world.

The curriculum includes everything needed to assist individuals in meeting their goals for returning to school. "Very current" is one term used to describe the curriculum. One individual questioned the inflexible nature of the curriculum and would like to see more waivers allowed.

Examinations/grading. There is no consensus concerning examinations. "Fair" and "difficult" were mentioned by a small number (27%) of participants in describing their

feelings about exams. Many expressed some anxiety about taking examinations especially essay and comprehensive types.

All of the older adults interviewed have at least a C+ average (20%) with most (67%) being B+ and above. Two individuals (13%) had straight A averages. They evaluate the grading system and grading by individual instructors as fair to all students.

Textbooks. "Expensive" is the most recurring theme voiced to describe textbooks. The minimum usage of textbooks was also brought out. All older adults questioned agreed that they are necessary with the exception of one individual who felt they were a complete waste of money. Other comments centered around the availability of textbooks at the bookstore. It appears that there are often shortages or that shipments are delayed several weeks into the semester. This causes a serious hardship on the older-adult student who is already unsure of abilities and is worried about keeping up with the rest of the class. Several individuals (33%) expressed interest in a second hand network making used books available to older adults, especially those who attend part time.

Library. The majority of the older-adult students use the library on a regular basis. Those who do not use it attributed the nonuse to the nature of the courses being taken and assignments that don't require using library resources. The consensus of the library users is that the

collection is adequate for their needs and the staff is very helpful.

Procedures

This section focuses on admissions and registration procedures, scheduling alternatives, changes or withdrawals, recruitment and new student orientation.

Admissions/registration. The records office was recognized as being most helpful by the older-adult students. Most (60%) have learned to register by mail or during pre-registration to avoid the long line and cite no problems in this area. The admissions process is remembered as being very easy and not complex with a lot of forms.

Registration procedures are designed to flow from step to step and pose no problems for those already familiar with the process. It is reported to be relatively fast and taking about 20 minutes from beginning to end. A few (13%) remembered being frightened on the first occasion but gave the counselors credit with guiding them through the process.

Scheduling. Most participants (73%) agree that the present schedule of classes is well thought out, considerate, and geared toward the part-time working students in all curriculum areas represented in the study. Many of the older adults (67%) prefer evening classes. This group included all except two of the part-time students. One full-time student preferred late afternoon and evening classes.

Recruitment. Most individuals had no comments to make concerning this procedural area. Word of mouth was felt to be most effective with older adults. One individual felt that the method of recruiting was insignificant and that it wouldn't make much difference in relation to an older adult returning to school. Several persons felt that the college should use older adults in their publicity campaigns. One participant commented on older adults being nonpaying students and that the college probably does not want an abundance of nonpaying students taking advantage of the same services as the paying students.

Three participants (20%) recommended more printed publicity targeted at attracting older adults. There is presently no publicity produced by the college to attract older-adult students or to make them aware of free tuition. None of the participants interviewed knew of the tuition waiver rule prior to enrolling.

Orientation. Four of the students (27%) had yet to register for the general orientation course which is presently required of all students in degree programs. It was either not offered or not a requirement at the time they were admitted. All participants feel that orientation is essential and most agree that there are areas of concern to older adults that are not prevalent to the younger students, such as details concerning tuition and fee waivers. There were several suggestions for a separate campus tour and orientation presentations designed especially with older

students in mind. They especially felt a need to be introduced to key college personnel and to tour each campus building.

Services

In this section educational needs are related to those support services provided by the college to all students such as counseling, financial aid, tutoring, and placement.

Counseling. Counseling is the one service that all students come into contact with at the beginning of their tenure at the college. The registration process begins with a counselor to insure that all get proper direction at the start of each term. The counseling services provided are thought to be very good; however, many of the participants seem to think you only seek them out when there is a problem. It is not always necessary to have an appointment. Walk-in academic advising and counseling are available to part-time students until 7:00 p.m. on campus, but nowhere else. Some individuals (40%) preferred to discuss curricular matters with department or division heads or instructors.

Financial aid. Only two of the individuals interviewed (13%) were using financial aid, and that was in the form of the college work-study program. Four (27%) were using VA educational benefits. Two veterans were not taking advantage of their VA benefits.

Tutoring. Five students (33%) have utilized the tutoring service at one time or another. Math and computers were indicated as areas where tutoring had been needed. However, most older-adult students appear to be above average students and stand pretty much on their own.

Placement. Half of the older-adult students interviewed (53%) either felt that they would not need or knew definitely that they would have no use for college placement services. All were aware of this service. Three individuals (20%) were already employed or had leads to future employment. Others were waiting to get closer to graduation date. Two individuals (13%) had secured work through affiliation with instructors. Three individuals indicated some apprehension about finding work after graduation.

Applied Gerontological Education Center. Only two of the participants (13%) were aware of the AGE Center on campus and one of them is majoring in gerontology. My assumption as to the AGE Center's role in older-adult student campus life was obviously inaccurate. Most older-adult students it appears were unaware of its existence. The fact that the Center was still in its first year of operation probably explains why only gerontology majors were aware of its services.

Personal and Social Development

Extracurricular activities. That part-time status and extracurricular activities don't go hand in hand is the

general feeling of most of the participants interviewed. There is a direct relationship between the activeness of a student and academic status. Part-time students tend to be less involved in campus life and in some instances have fewer opinions about campus life. Older-adult students' family and work responsibilities dictate how time is spent on campus. The demands on the time of older-adult students greatly affects the amount of time spent on campus and their ability and desire to participate in extracurricular activities. The majority of the older-adult students (73%) interviewed follow tight schedules which greatly influence their campus life, courses, and activities.

A support system in the form of an organization especially for older students was suggested by several participants. Some participants feel the need to associate with others in their age group on campus.

Cafeteria. Two part-time students (13%) have never used the cafeteria. The others all agree that the food is good and varied to suit all tastes, with clean facilities. Since the majority of the students are part-timers (67%), the cafeteria is used only marginally, mainly for snacks or coffee during breaks and between classes.

Transportation. All individuals, with the exception of two, drive private automobiles to school. One of these, lives within walking distance of the school and the other, rides public transportation. Transportation and parking are viewed by most of the participants (73%) as key problems.

All participants expressed negative statements concerning either parking or transportation during the evening hours. Two individuals (13%) reported using a combination of travel modes from driving and car pooling to public transportation and walking.

Printed Materials

This section summarizes perceptions of the formal printed materials distributed or made available to all students for their informational needs. The college catalog, college handbook, student newspaper, course syllabi, library handbook, writing center guidebook and any others mentioned by the participants are included. Both the quality and utilization of print materials are important.

The library handbook was praised by one individual as being the most helpful printed material next to the college catalog. The college catalog is, by far, the most valued printed material distributed by the college. Several participants (33%) expressed a desire for a separate handbook geared toward older individuals and their concerns and activities.

The student newspaper is viewed as a way to find out what the younger people are doing and saying around campus and a way of keeping in touch or feeling a part of what is happening. Most participants (67%) agree that it is geared toward the younger students. Three individuals (20%)

expressed an interest in working on the newspaper and one was surprised that she would be "allowed" to work on it.

Course syllabi were felt essential and the more detailed the better. Chapter outline forms including dates were mentioned as a preferred format by three individuals.

Educational Life Cycle Typology

The educational life cycle reflects our entrees and exits into formalized educational ventures and institutions. Thus a continuation of learning and development takes place from birth to death. Educational life cycle involves a continuous process of school alternating with work or learning alternating with doing. Previous experiences and present socioeconomic circumstances influence educational decisions in later life. Activity and role analysis and perspectives also play an important part in educational decisions of older adults.

The participants in my study have decided to take advantage of the later stages of their educational life cycle by pursuing academic degrees and, for some, even further study at a later period. Formal education is integrated throughout the lifespan and not designated only for ages 5 through 22. Age is not a factor in the decision to obtain a degree for this group of older adults. The social and personal backgrounds of each participant in my study revealed the avenues and educational motivations that lead to the decision to return to school. The educational life history of

each participant was disclosed. The learning needs at each phase of the educational life cycle were influenced by the immediate desires and skills of that period.

The results of my study fill in only one phase of the educational life cycle typology which was provided in Chapter II (Figure 6) and are indicated by an asterisk in Figure 7. The other areas of the typology were derived from the literature review. This typology can thus be used as a framework for understanding a lifestage configuration of education in later life.

The pursuit of an academic degree in older adulthood is merely a phase in the continuation of a lifetime of educational activities. Figure 7 demonstrates how the results of my study fit into the educational life cycle typology. My study demonstrates that during the later stage of life the personal learning needs of individuals are based on achieving the delayed academic success that was abandoned during the early adult years. Older adults view intellectual growth as an immediate concern. This period is used to make up, catch up, or get ahead of previous educational attachment and fulfillment.

The primary educational needs voiced by the older adults in my study were flexibility and assessibility. Institutions of higher education are only requested to provide the opportunities and be willing to make a few minor adjustments. Older adults don't require any special considerations and conveniently fit into the traditional classroom setting.

CATEGORY	Life Course Years		
	0 — 25	55 — 100	
Learning Theorists	Dewey Piaget Thorndike	Knowles Houle Cross Havighurst	Moody Thorson McClusky Havighurst
Learning Theories	pedagogy	andragogy	gerogogy
Motivational forces	survival/surrogate	independent	independent
Characteristics	react adapt/compulsory trial/error inner-directed	other-directed	self-directed
Environment	home/school	society/media/ institutions	society/media/ institutions
Responsible party	parents/teachers	self/cohorts	self/cohorts
Purposes	preparation	employment	enhancement/ *employment
*Learning need-personal			*success/academic accomplishment/ intellectual growth
*Educational need-institutional			*flexibility/ assessibility
*Aspirations/Goals			*employment/education/ehnancement/ personal fulfillment
*Influences			*health/multiple responsibilities: family & work

* results of this research for ages 55 and older

Figure 7. Educational Life Cycle Typology.

The primary purpose and goal of education for older adults seeking degrees is employment. Older adults aspire for an education and career advancement or enhancement. Socioeconomic factors as well as a desire to remain active propel older adults in the direction of either further work experiences or additional education. Enhancement and personal fulfillment have long been associated with older adult and continuing education.

The factions that have the most influence on the later stage of the older adult educational life cycle, as identified by the participants in my study, are health, family, and work. Healthy older adults remain active and tend to seek out opportunities which are more physically demanding. Attending classes on a college campus requires one to be physically fit. Family and close friends play a major support role at this age. The encouragement from family members in some instances can be the difference between success and failure in school for older adults. The educational life cycle typology thus provides a picture of education throughout the life course and some of the elements and patterns that compose this continuum.

CHAPTER V

SUMMARY, DISCUSSION, AND IMPLICATIONS

The purpose of my study was to reveal the perceived educational needs and academic aspirations of a select group of older adult community college students aged 55 and above who were pursuing an academic degree. My research was based on the assumption that due to early retirement factors, increased life expectancy, and the baby boom generation reaching old age, there may be an increase in the numbers of elderly individuals enrolling in college classes. In an effort to discover the older adult's role in relation to college life, data were gathered by interviewing 15 older-adult students using open-ended questions. The questions covered such areas as education and employment backgrounds, family situations and interactions, positive and negative experiences on campus, reasons for pursuing a degree, and future plans. An educational needs checklist was used in conjunction with the interview questions.

Demographic shifts, early retirement, and socioeconomic situations are bringing older adults back to school. Once acclimated to the school environment older adult students don't hesitate to speak out in class resulting in a more active classroom environment. Most of the older adult

students in school still need to work and are attending school in order to prepare for a new career and plan to seek employment upon completing the degree. Older adult students have valuable lifetime experiences to share that can enhance the classroom learning experiences of the younger inexperienced students. They bring professional and practical expertise into the classroom.

This study does not reveal a need for a vast number of special programs or services on the community college campus for older adult students in traditional programs. This suggests that community college campuses may be age-irrelevant and that efforts are being made to meet older adult students' educational needs. It may be that 4-year institutions should look toward community colleges as models of older-adult student participation. The participants in this study are quite willing to and are able to adjust, participate, and function in the traditional classroom with students and teachers of all ages with positive results. There may be a need to reevaluate selected services, however, such as bookstore hours, public transportation availability, parking facilities, counseling, and orientation.

Limitations

As the graying of the campus becomes a visible reality, the findings of this study provide the basis for general conclusions concerning older adult students in degree programs at community colleges. These conclusions relate only

to the findings of this research and those individuals who participated. Caution should be taken in generalizing or making inferences from the results of this study to other institutions or older adult students. My study was conducted in a relatively affluent resort area surrounded by numerous military establishments. Many individuals retire here, military as well as nonmilitary. The uniqueness of the area coupled with the small sample should caution other researchers as to the generalizability of the study.

Discussion

Findings from this study indicate that there are both educational and personal benefits derived from the academic experiences of degree seeking older adult students. The primary motive of older adults attending college classes that appeared most often in reviewing the literature was enrichment however my study indicates that there may be a shift to a primary emphasis on postretirement careers. Surveys (Cross, 1979) which revealed that women and older adults have little interest in traditional discipline-based subjects are also challenged by the findings of my study.

Data from my study support the theory that older adult quality of life is greatly enhanced and enriched through participation in educational ventures after retirement. The quality of life indicators of health and income were primary factors that distinguished this group of older-adult students. All reported being in excellent physical

condition thereby making the rigors of moving from class to class, or from building to building, and even sometimes driving from campus to campus, an invigorating rather than exhausting experience. All participants reported or demonstrated that they were not experiencing financial crises. They exhibited all the ingredients that make for a satisfactory postretirement quality of life.

The decision to return to school by the participants in my study was based, as the literature suggested, on previous educational and employment experiences as well as present socioeconomic circumstances. Various life transitions also played an important role in their decision to seek academic degrees after age 55. The educational backgrounds of parents, children and close friends also played an important role in this decision. Older adults are often encouraged by college-aged children to return to school. Older adults sometimes make this decision in order to motivate their children to do the same. It is Knowles (1977) who states that adults reenter college because of immediate life problems and situations and this is further supported by my study. The primary reason the older adults in my study sought academic degrees was for special training or retraining with further employment as the major goal.

There are other benefits to educational participation by older adults besides employment preparation. Reduced prejudices and fear, better self-image and esteem, positive exchange of ideas, and positive attitudes toward different

age groups were reported. Positions of leadership, mentorship and tutorage are other benefits reported by the older-adult students. These assessments are supported by advocates of the intergenerational classroom (Beattie, 1974; Jensen-Osinski, 1981; Versen, 1986).

Older-adult students were believed to need special considerations and to possess educational needs different from those of traditional students as indicated by previous studies (Cross, 1979; Knowles, 1980). Insecurity and difficulty adjusting to classroom procedures are two other characteristics of older adult students revealed by previous research (Apps, 1981; D. A. Peterson, 1983). However, my data suggest that traditional approaches to academic instruction and student services appear to work relatively well and are acceptable to degree seeking older-adult students enrolled in community colleges. Noncomplicated admissions and registration procedures and informative printed materials have greatly contributed to the ease of adjustment to college life for older adults. The participants in this study were able to make the adjustments to college life as well as the younger students.

My study included individuals without high school degrees or any formalized study during subsequent years, and did not reveal any relationship between previous educational attainment and increased desire to seek additional education in later life as indicated by some researchers (Glenny, 1980; Moody, 1986b; D. A. Peterson, 1981). The present

feeling is that the higher the educational attainment, the more likely there will be some form of postretirement educational activity. A larger sample is needed to test this theory.

Each individual has an educational life cycle that is congruent with his or her lifestyle and value system. From a life course perspective, education is appropriate during each life stage. The pursuit of an academic degree in older adulthood is merely a phase in the continuation of a lifetime of educational activity. This period is being used by individuals to make up, catch up, or get ahead, based on previous educational attainment and fulfillment.

Suggestions for Further Study

The educational needs reported by older adult students seeking degrees on a community college campus are similar to those of younger traditional college-aged students seeking degrees. They are healthy, vibrant, industrious, and determined people who are willing and able to make the necessary adjustments to traditional college life. These individuals generally have goals similar to their younger cohorts. Therefore, future studies should concentrate on separating older-adult student research into more specific categories and look closely into the types of educational programs in which they enroll. Research should distinguish between formal versus informal study, degree versus non-degree seekers, traditional versus nontraditional courses,

and institution versus agency or organization sponsored programs. Comparative studies between degree and nondegree seekers may reveal noteworthy differences. The major differences between traditional and nontraditional older adult students may lie in aspirations and attitudes stemming from preretirement quality of life. There should be studies investigating the background and personal characteristics of older adult students in relation to their perceptions of educational needs and services.

Another area of suggested study centers around subject majors of older adult students to determine the similarities and differences in educational needs in the various disciplines. A study of older adult graduates to determine if they actually achieve expressed academic and career goals is also needed. Positive and negative outcomes and experiences of older adult students should be recorded and investigated. The extent to which previous learning and educational attainment, or the lack thereof, influences the decision to continue formal education in late life also needs to be further investigated.

It is recommended that a special emphasis be placed on research that looks at older adults who seek degrees in order to obtain specialized career training for the purposes of entering or reentering the primary, secondary, or volunteer labor markets. Important ramifications for the nation's economy in the future may be revealed from such data.

Administrative Implications

This study's impact on future administrative decisions becomes apparent as older adult students' perceptions of their educational needs and academic aspirations are revealed. Three questions must be considered in exploring administrative implications: (a) What things in an individual's life most influence the decision to enroll in an academic program? (b) What things do older-adult students perceive as positive and negative? (c) What perceptions of the future do older-adult students envision as a result of obtaining a degree? Policies concerning academic practices, procedural structures, student services, human development and printed materials are the components used to appraise those aspects of administrative practices relevant to this study.

What things in an individual's life most influence the decision to enroll in an academic program? Waterhouse (1978) describes older-adult students as possessing minimum knowledge of career and educational opportunities. This is not the case with the participants in this study. These individuals are very self confident and well aware of their career options. The majority of them are in school to increase career options and will utilize the degree after graduation to obtain employment.

The motivation to return to school is clearly job related indicating that retirement no longer means unemployment. Individuals retire from long held jobs and careers

only to change careers or jobs in later life to fit the desired lifestyles, goals, and interests of that period in their lives. Administrators must be cognizant of the older adult trend to seek second or third career training on the campuses of institutions of higher education. Practical experiences rather than theoretical concepts are primarily sought by the older adult students. Time is an important factor for these older students, many of whom attend part time and thus seek exemption from courses already taken and credit for life experiences related to required courses.

What things do older-adult students perceive as positive and negative? The older-adult students in my study didn't feel that their educational needs or even their presence on campus was important to the college administration. Older adults are aware that they live in a youth-oriented society and that college campuses are traditionally youth territory. Being cognizant of this, college administrators should make efforts to generate a positive atmosphere of welcome to older adults on college campuses. Any preconceived attitudes or prejudices toward the elderly held by college administrators must also be abandoned, and older adults should be made to feel that their presence on campus is significant even though their numbers are small. Occasional personal interactions with the older student body by college officials is also suggested.

Initial anxiety, uncertainty about the new experience, fear of failure and embarrassment in front of younger people

were other expressed concerns, of older-adult students. The feeling that there is no alternative to the expenses involved with the numerous textbook purchases is another expressed concern. A cadre of counselors working with new older-adult students could eliminate much of this apprehension was the opinion of several participants.

Another concern expressed by the older-adult students centered around the feeling of isolation from others in the same age cohort who are enrolled in other curricula whose paths never cross. There was also concern for closer ties with classmates until comradeships could be formed. A simple class roster was suggested as a possible solution.

What perceptions of the future do older-adult students envision as a result of obtaining a degree? The older-adult students who participated in this research are in very good health and envision years of future community and career involvement. Thus the need for retraining by obtaining an academic degree becomes critical in their planning options. They are in school because they have the need to learn, the determination to succeed, and the desire to be contributing members of society. The urgency to find employment immediately after graduation alerts administrators to the need for work study situations and lays the groundwork for placement services for this age group.

Specific recommendations derived from this research are based on the foregoing information in conjunction with the background data presented in the literature review. The

educational needs identified by this research focus primarily on institutional flexibility and perceptions. Provisions should be made to review all rules, regulations, and manuals for biases and any other areas of concern regarding older-adult students which have not heretofore been addressed. Each institution must objectively look at their policies and practices in regards to older-adult students.

Overt efforts should be made to recruit older adults, make them aware of tuition waiver options and promote existing college services through better public relations efforts. There should be more utilization of older adults in publicity and planning of college programs. Advertisements in newspapers picturing older adults in classrooms, registration lines, and counseling sessions could encourage other older adults to enroll and make those already enrolled more comfortable. The presence of an older adult student on campus boards and councils would also make them feel more a part of campus activities and ensure that they have a voice just as with younger students. More campus involvement for those desiring it would greatly improve the quality of older-adult student life.

The concern that academic and personal counseling targeting older-adult students' specific educational needs be available was a recurring theme. Thorough assessment of the academic, personal and career history of each older-adult student enrolled in a degree program and assistance in

preparing student portfolios is another expressed need. Orientation workshops designed to address older students' concerns and eliminate initial anxiety should be designed, offered, and required at the beginning of each semester. Counselors trained and sensitized to older adults' specific educational needs are expected to be available for and assigned to full-time and part-time students.

A support system in the form of an organization or organizations, initiated by the college, is suggested to assist in meeting the older student's need for cohort relationships. Identification of learning partners, discussion groups, a buddy system for tutoring, and study groups could be derived from such organizations. There should be a central office on campus that focuses on older-adult students and disseminates information and referrals for this age group. A used textbook exchange could be coordinated from such an office. Discounts for books that are not in popular demand or standard curricula could also be provided. Student services could coordinate these types of activities.

More lenient policies for course waiver and credit for life experiences or previous coursework is advocated. Work-study arrangements and placement services should be created and promoted. Follow-up studies of older-adult graduates should be conducted to continue to assess educational needs and goals of future enrollees.

My study supports the idea that education is continuous and appropriate at each stage in the life cycle and

demonstrates the meaningful role of education in the lives of older adults. We are on the threshold of an expanding and educationally demanding aged population. Higher education should take a close look into the future of their institutions taking into consideration potential older-adult student enrollees.

REFERENCES

Abel, M. (1972). The visual trace in relation to age. Unpublished doctoral dissertation. St. Louis, MO: Washington University.

Abel, B. J., & Hayslip, B. (1987). Locus of control and retirement preparation. Journal of Gerontology, 42(2), 165-167.

Academy for Educational Development. (1974). Never too old to learn. New York: Academy for Educational Development.

Adam, F., & Aker, G. F. (1982). Factors in adult learning and instruction. Theory, innovation and practice in andragogy. Tallahassee: International Institute of Andragogy. (ERIC Document Reproduction Service No. ED 228461)

Aging in all nations. (1982). A Special Report on the U.N. World Assembly on Aging, Vienna, Austria. Washington, DC: The National Council on the Aging.

Anderson, J. E. (1955). Teaching and learning. In W. Donahue (Ed.). Education for later maturity. New York: Whiteside.

Andrulis, R., & Bush, D. (1977). Adult cognitive styles and test performance. Educational Gerontology, 2(2), 163-172.

Ansello, E. F. (1982). Mature adult learners and the need to know. Contemporary Educational Psychology, 7(2), 139-151.

Ansello, E. F., & Hayslip, B. (1979). Older adult higher education: Stepchild and Cinderella. In H. L. Sterns, E. F. Ansello, B. M. Sprouse, & R. Layfield-Faux (Eds.), Gerontology in higher education. Belmont, CA: Wadsworth.

Apps, J. W. (1981). The adult learner on campus. Chicago: Follett.

Arenberg, D. L., & Robertson, E. A. (1974). The older individual as a learner. In S. M. Grabowski & W. D. Mason (Eds.), Learning for aging. Washington, DC: Adult Education Association.

Aronson, E. (1980). The social animal. San Francisco: W. H. Freeman.

Atchley, R. C. (1975). The life course, age grading, and age-linked demands for decision making. In N. Datan & L. H. Ginsberg (Eds.), Life-span developmental psychology: Normative life crises. New York: Academic Press.

Atchley, R. C. (1976). The sociology of retirement. New York: Wiley.

Atchley, R. C. (1977). The social forces in later life. Belmont, CA: Wadsworth.

Atwood, H. M., & Ellis, J. (1971). The concept of need: An analysis for adult education. Adult Leadership, 19, 210-212, 244.

Baldridge, J. V., Kemerer, F. R., & Green, K. C. (1982). The enrollment crisis: Factors, actors, and impacts. Washington, DC: American Association for Higher Education.

Baltes, P. B., & Labouvie, G. V. (1973). Adult development of intellectual performance: Description, explanation and modification. In C. Eisdorfer & M. P. Lawton (Eds.), The psychology of adult development and aging (pp. 157-219). Washington, DC: American Psychological Association.

Baltes, P. B., & Schaie, K. W. (1973). Aging and IQ: The myth of the twilight years. Psychology Today, 7, 35-40.

Baltes, P. B., & Willis, S. L. (1976). Toward psychological theories of aging. In J. E. Birren & K. W. Schaie (Eds.), Handbook on psychology of aging. New York: Van Nostrand.

Baltes, P. B., & Willis, S. L. (1979). Life-span developmental psychology, cognitive functioning, and social policy. In M. W. Riley (Ed.), Aging from birth to death. Boulder, CA: Westview.

Barbulesco, C. W. (1980). Components of a major needs assessment study. In F. C. Pennington (Ed), Assessing educational needs of adults. New Directions for Continuing Education 7. San Francisco: Jossey-Bass.

Bass, S. A. (1986). Matching educational opportunities with the able elderly. Lifelong Learning, 9(5), 4-7.

Beattie, W. M. (1974). Gerontology curricula: Multidisciplinary frameworks, interdisciplinary structures, and disciplinary depth. Gerontologist, 14(6), 545-549.

Bennett, R., & Eckman, J. (1973). Attitudes toward aging. In C. Eisdorfer & M. P. Lawton (Eds.), The psychology of adult development and aging. Washington, DC: American Psychological Association.

Berger, E. (1952). The relations between expressed acceptance of self and expressed acceptance of others. Journal of Abnormal and Social Psychology, 47, 778-782.

Best, F. (1980). Flexible life scheduling: Breaking the education-work-retirement lockstep. New York: Praeger.

Binstock, R. H., & Shanas, E. (1985). Handbook of aging and the social sciences. New York: Van Nostrand Reinhold.

Birren, J. E. (1983). Aging in America: Roles for psychology. American Psychologist, 38, 296-299.

Birren, J. E., & Schaie, K. W. (1977). Handbook of the psychology of aging. New York: Van Nostrand.

Blau, Z. S. (1981). Aging in a changing society. St. Paul: West Publishing.

Blau, Z. S. (1982). Aging in a changing society. St. Paul: West Publications.

Bolton, C. R. (1976). Humanistic instructional strategies and retirement education programming. Gerontologist, 16(6), 550-555.

Boshier, R. (1971). Motivational orientations of adult education participants: A factor analytic exploration of Houle's typology. Adult Education, 21, 3-26.

Boshier, R. (1978). Motivational orientations revisited: Life-space motives and the educational participation scale. Adult Education, 28(2), 75-88.

Boshier, R., Riddell, G. (1978). Education participation scale factor structure for older adults. Adult Education, 28, 165-175.

Botwinick, J. (1970). Geropsychology. In P. H. Mussen & M. R. Rosenzweig (Eds.), Annual review of psychology. Palo Alto, CA: Annual Reviews.

Botwinick, J. (1973). Aging and behavior. New York: Springer.

Botwinick, J., & Storandt, M. (1974). Memory related to age. Springfield: C. C. Thomas.

Bova, B. M. (1981). Motivational orientations for senior citizens participating in the elderhostel program. Paper presented at National University Continuing Education Association Regional Meeting, October 21, 1981. (ERIC Document Reproduction Service No. ED 206 927)

Brabeck, M. (1984). Longitudinal studies of intellectual development during adulthood. Journal of Research and Development in Education, 17, 12-27.

Bradburn, N. M. (1969). The structure of psychological well-being. Chicago: Aldine.

Brady, E. M. (1986). Gerontology and education: Theory's contribution to practice. Gerontology & Geriatrics Education, 6(3), 1-9.

Bromley, D. B. (1966). The psychology of human aging. Baltimore: Penguin.

Bromley, D. E. (1974). Gerontology: Social and behavioural perspectives. Dover, NH: Croom Helm.

Brown, G. I. (1971). Human teaching for human learning: An introduction to confluent education. New York: Viking.

Buchanan, A. (1988) An emerging new group on the campus. Lifelong Learning, 11(5), 4-6.

Burgess, P. (1971). Reasons for adult participation in group educational activities. Adult Education, 22(1), 3-29.

Butler, R. N. (1975). Why survive being old in America. New York: Harper & Row.

Byerly, G., & Rubin, R. E. (1985). The baby boom. Lexington, MA: Lexington Books.

Campbell, D. T. (1979). "Degrees of freedom" and the case study. In T. D. Cook & C. S. Reichardt (Eds.), Qualitative and quantitative method in evaluation research. Beverly Hills: Sage Publications.

Campbell, A., Converse, P. E., & Rodgers, W. L. (1976). The quality of American life. New York: Russell Sage Foundation.

Carlson, R. A. (1980). The time of andragogy. Adult Education, 30, 53-56.

Cassara, B. B. (1980). Needs assessment for the educationally underpriviledged. In F. C. Pennington (Ed.), Assessing educational needs for adults. New Directions for Continuing Education 7. San Francisco: Jossey-Bass.

Chelsvig, K. A., & Timmerman, S. (1979). Tuition policies of higher institutions and state government and the older learner. Educational Gerontology, 4(2), 147-159.

Chelsvig, K. A. (1982). Support service for older adult tuition programs. Educational Gerontology, 8(3), 269-274.

Coates, P. (1984). Sixty and still growing. Music Educators Journal, 70(9), 94-95.

Coopersmith, S. (1967). The antecedents of self-esteem. San Francisco: W. H. Freeman.

Corey, D. (1983). What's on the horizon? Trends impacting higher education. Arlington, VA. (ERIC Document Reproduction Service No. ED 231 270).

Covey, H. C. (1981). American higher education and older people. Educational Gerontology, 6, 373-383.

Craik, F. I. M., & Simon, E. (1980). Age differences in memory: The roles of attention and depth of processing. In L. W. Poon et al. (Eds.), New directions in memory and aging. Hillsdale, NJ: Erlbaum.

Cross, K. P. (1971). Beyond the open door: New students to higher education. San Francisco: Jossey-Bass.

Cross, K. P. (1978). The missing link: Connecting adult learners to learning resources. New York: College Board.

Cross, K. P. (1980). Adult learners: Characteristics, needs, and interests. In R. E. Peterson (Ed.), Lifelong learning in America. San Francisco: Jossey-Bass.

Cross, K. P. (1982). Older adults and higher education. Washington, DC: National Council on the Aging.

Cross, K. P. (1984). Adults as learners: Increasing participation and facilitating learning. San Francisco: Jossey-Bass.

Cross, W. (1976). The weekend education source book. New York: Harper's Magazine Press.

Davenport, J. (1987). Is there any way out of the andragogy morass? Lifelong Learning, 11(3), 17-20.

Davenport, J., & Davenport, J. A. (1985a). Andragogical-pedagogical orientations of adult learners: Research results and practice recommendations. Lifelong Learning, 9, 6-8.

Davenport, J., & Davenport, J. A. (1985b). A chronology and analysis of the andragogy debate. Adult Education Quarterly, 35, 152-159.

Davenport, J., & Davenport, J. A. (1985c). Knowles or Lindeman: Would the real father of American andragogy please stand up? Lifelong Learning, 9, 4-5.

Davis, R. H. (1981). Aging: Prospects and issues. Los Angeles: University of Southern California Press.

Deigh, J. (1983). Shame and self-esteem: A critique. Ethics, 93(1), 225-245.

Dellmann-Jenkins, M. M. (1985). Continuing education in later adult-hood: Implications for program development for elderly guest students. International Journal of Aging and Human Development, 20(2), 93-102.

Demko, D. (1979). Developing an older population program. New Directions for Community Colleges, 7(3), 1-7.

Dennis, H. (Ed.). (1984). Retirement preparation. Lexington, MA: Lexington Books.

Drachman, D. A., & Leavitt, J. (1972). Memory impairment in the aged: Storage versus retrieval deficit. Journal of Experimental Psychology, 93, 302-308.

Duff, R. W. (1982). Quality and quantity of social interactions in the life satisfaction of older Americans. Sociological and Social Research, 66, 418-434.

Eastmond, J. N. (1969). Needs assessment: Winnowing expressed concerns for critical needs. Salt Lake City: Utah State Board of Education. (ERIC Document Reproduction Service No. ED 078 017)

Eisdorfer, C., & Wilkie, F. (1973). Intellectual changes with advancing age. In L. F. Jarvik, C. Eisdorfer, & J. C. Blum (Eds.), Intellectual functioning in adults. New York: Springer.

Eklund, S. J. (1983). Vision changes, intelligence and aging. Educational Gerontology, 9(4), 255-278.

Elias, J. L. (1979). Critique: Andragogy revisited. Adult Education, 29, 252-255.

Elder, G. H. (1975). Age differentiation and the life course. Annual Review of Sociology, 1, 165-190.

Elder, G. H. (1981). History and the life course. In D. Bertaux (Ed.), Biography and society: The life history approach to the social sciences. Beverley Hills, CA: Sage.

Elder, G. H. (1982). Historical experiences in the later years. In T. K. Hareven & K. J. Adams (Eds.), Aging and life course transitions: An interdisciplinary perspective. New York: Guilford.

Eldered, M. D., & Marienau, C. (1979). Adult baccalaureate programs. Washington, DC: American Association for Higher Education.

Epstein, S. (1982). What is self-esteem and how can it be measured? Washington, DC: American Psychological Association.

Erber, J. T. (1974). Age differences in recognition memory. Journal of Gerontology, 29, 177-181.

Erickson, F. (1977). Some approaches to inquiry in school-community ethnography. Anthropology and Education Quarterly, 8, 58-59.

Erikson, C. W. (1973). Aging adult and rate of memory scan. Bulletin of the Psychonomic Society, 1(4), 259-260.

Erikson, E. H. (1968). Identity, youth and crisis. New York: Norton.

Erikson, E. H. (1980). Identity and the life cycle. New York: Norton.

Erikson, E. H. (1982). The life cycle completed: A review. New York: Norton.

Even, M. J. (1987). Why adults learn in different ways. Lifelong Learning, 10(8), 22-25, 27.

Filstead, W. J. (1979). Qualitative methods: A needed perspective in evaluation research. In T. D. Cook & C. S. Reichardt (Eds.), Qualitative and quantitative method in evaluation research. Beverley Hills: Sage Publications.

Finch, C. E., & Hayflick, L. (1977). The biology of aging. New York: Van Nostrand.

Fishlow, H. (1982). A demographic overview of postsecondary education. Arlington, VA. (ERIC Document Reproduction Service No. ED 228 935)

Fitts, W. (1965). Tennessee self-concept scale manual. Nashville: Counselor Recordings and Tests.

Foner, A., & Schwab, K. (1981). Aging and retirement. Monterey, CA: Brooks/Cole.

Foner, A., & Schwab, K. (1983). Work and retirement in a changing society. In M. W. Riley, B. B. Hess, & K. Bond (Eds.), Aging in society: Selected reviews of recent research. Hillsdale, NJ: Lawrence Erlbaum.

Fontana, A. (1977). The last frontier. Beverly Hills: Sage Publications.

Forrester, J. W. (1976). Moving into the 21st century: Dilemmas and strategies for American higher education. Liberal Education, 62(2), 158-175.

Furst, E. J., & Steele, B. L. (1986). Motivational orientations of older adults in university courses as described by factor and cluster analyses. Journal of Experimental Education, 54(4), 193-201.

Gallogly, C. M. (1978). Lifelong learning within the nursing home. Lifelong Learning: The Adult Years, 2, 18-23.

George, L. K., & Bearon, L. B. (1980). Quality of life in older persons: Meaning and measurement. New York: Human Science Press.

Gibbs, N. R. (1988). Grays on the go. Time, 131(8), 66-75.

Gillian, C. (1982). In a different voice. Cambridge: Harvard University Press.

Glamser, F. D. (1981a). The impact of preretirement programs on the retirement experience. Journal of Gerontology, 36(2), 244-250.

Glamser, F. D. (1981b). Predictors of retirement attitudes. Aging and Work, 4, 23-29.

Glaser, B., & Strauss, A. L. (1967). The discovery of grounded theory. Chicago: Aldine.

Glenny, L. A. (1980). Demographic and related issues for higher education in the 1980s. Journal of Higher Education, 54(4), 363-380.

Goodrow, B. A. (1975). Limiting factors in reducing participation in older adult learning opportunities. Gerontologist, 15, 409-411.

Gordon, R. L. (1975). Interviewing strategy, techniques and tactics. Homewood, IL: Dorsey Press.

Gould, R. (1975). Adult life stages: Growth toward self-tolerance. Psychology Today, 8, 78.

Gould, R. (1978). Transformations: Growth and change in adult life. New York: Simon & Schuster.

Governanti, M. P., & Clowes, D. A. (1982). Adults' motivations for attending a community college. Community/Junior College Quarterly, 6, 271-285.

Graney, M. J., & Hays, W. C. (1976). Senior students: Higher education after age 62. Educational Gerontology, 1(3), 343-359.

Graney, M. J. (1980). Participation in education among older people. Alternative Higher Education, 5(1), 71-86.

Gray, P. E. (1974). Dramatics for the elderly. New York: Columbia University.

Green, R. E., & Enderline, M. A. (1980). A new bottle for good wine. Lifelong Learning, 4(1), 12-15, 31.

Greenberg, E., O'Donnell, K. M., & Bergquist, W. (Eds.). (1980). Educating learners of all ages. New Directions for Higher Education. San Francisco: Jossey-Bass.

Gross, R. (1982). Invitation to lifelong learning. Chicago: Follett.

Gruman, G. J. (1978). Cultural origins of present-day "age-ism": The modernization of the life cycle. In S. F. Spicker, K. M. Woodward, & D. D. VanTassel (Eds.), Aging and the elderly: Humanistic perspectives in gerontology. Atlantic Highlands, NJ: Humanities Press.

Hagestad, G. O., & Neugarten, B. L. (1985). Age and the life course. In R. H. Binstock & E. Shanas (Eds.), Handbook of aging and the social sciences. New York: Van Nostrand Reinhold.

Hareven, T. K., & Adams, K. J. (1982). Aging and life course transitions: An interdisciplinary perspective. New York: Guilford.

Harris, D. K., & Cole, W. E. (1980). Sociology of aging. Boston: Houghton, Mifflin.

Harris, L. (1975). The myth and reality of aging in America. Washington, DC: National Council on the Aging.

Harris, L. (1981). Aging in the eighties: America in transition. Washington, DC: National Council on the Aging.

Havighurst, R. J. (1972). Developmental tasks and education. New York: David McKay.

Havighurst, R. J. (1976). Education through the adult lifespan. Educational Gerontology, 1(1), 41-51.

Havighurst, R. J., & Albrecht, R. (1953). Older people. New York: Longmans, Green.

Havighurst, R. J., Neugarten, B. L., & Tobin, S. S. (1968). Disengagement and patterns of aging. In B. L. Neugarten (Ed.), In middle age and aging. Chicago: University of Chicago Press.

Heermann, B., Ender, C. C., & Wine, E. (1980). Serving lifelong learners. New Directions for Community Colleges 29. San Francisco: Jossey-Bass.

Heisel, M. A., Darkenwold, G. G., & Anderson, R. E. (1981). Participation in organized educational activities among adults age 60 and over. Educational Gerontology, 6(2-3), 227-240.

Hesburgh, T. M. (1973). Patterns for lifelong learning. San Francisco: Jossey-Bass.

Hiemstra, R. P. (1973). Educational planning for older adults: A survey of expressive vs instrumental preferences. International Journal of Aging and Human Development, 4, 145-156.

Hiemstra, R. P. (1972). Continuing education for the aged: A survey of needs and interests of older people. Adult Education, 22, 100-109.

Hirsch, H. Y. (1980). The educated senior citizen: Continuing education after retirement. Alternative Higher Education, 5(1), 57-64.

Hixson, L. E. (1969). Non-threatening education for older adults. Adult Leadership, 18(3), 84-85.

Hodgkinson, H. L. (1982). Terrain paper on demography and higher education. Arlington, VA. (ERIC Document Reproduction Service No. ED 228 938)

Hodgkinson, H. L. (1983). Guess who's coming to college: Your students in 1990. Arlington, VA. (ERIC Document Reproduction Service No. ED 234 882)

Hooker, K. (1984). Work ethic, daily activities, and retirement satisfaction. Journal of Gerontology, 39(4), 478-484.

Houle, C. O. (1961). The inquiring mind. Madison: University of Wisconsin Press.

Houle, C. O. (1984). Patterns of learning. San Francisco: Jossey-Bass.

Hruby, N. (1980). Emeritus College: reaching the older learner. New Directions For Higher Education, 29, 87-95.

International Association of Gerontology. (1980). Social and psychological aspects of aging. New York: Arno Press.

Jensen-Osinski, B. H. (1981). The graying of the college classroom: Impact of older people as peers in the classroom on attitudes and performance of undergraduates. Report submitted to the NRTA-AARP Andrus Foundation, PA: Lehigh University.

Johnston, D. F. (1976). Sixty million strong: Their challenges to education. Liberal Education, 62(2), 177-164.

Johnstone, J. W. C., & Rivera, R. J. (1965). Volunteers for learning. Chicago: Aldine.

Johnston, P. W. (Ed.). (1981). Perspectives on aging: Exploring the myths. Cambridge, MA: Ballinger.

Jolly, J. M. (1982). The nature of self-structure and adaptability between early and late adulthood. Boston: Gerontological Society.

Jones, W. W. (1982). A delphi investigation concerning two-year college administrators' perceptions of the future enrollment of older adult students and the provision of education for this population at two-year colleges. Dissertation Abstracts International, 43, 2199A. (University Microfilms No. DA8228049)

Jones, L. Y. (1980). Great expectations: America and the baby boom generation. New York: Coward, McCann & Geoghegan.

Kalish, R. A. (1975). Late adulthood: Perspectives on human development. Monterey, CA: Wadsworth.

Kidd, J. R. (1973). How adults learn. New York: Association Press.

Kilpatrick, F. P., & Cantril, H. (1960). Self-Anchoring Scale: A measure of individual's unique reality worlds. Journal of Individual Psychology, 16, 158-173.

Kilty, K. M., & Behling, J. H. (1985). Predicting the retirement intentions and attitudes of professional workers. Journal of Gerontology, 40(2), 219-227.

Kimmel, D. C., Price, K. F., & Walker, J. W. (1978). Retirement choice and retirement satisfaction. Journal of Gerontology, 33(4), 575-585.

Kingston, A. J. (1982). attitudes and problems of elderly students in the university system of Georgia. Educational Gerontology, 8(1), 87-92.

Kinsbourne, M. (1980). Attentional dysfunctions and the elderly: Theoretical models and research perspectives. In L. W. Poon et al. (Eds.), New directions in memory and aging. Hillsdale, NJ: Erlbaum.

Knight, J. G. (1984). Policy implementation and participant response to an educational program for the elderly at the University of Florida. Dissertation Abstracts International, 45, 1957A. (University Microfilms No. 84-21035)

Knowles, M. S. (1968). Androgogy, not pedagogy. Adult Leadership, 16, 350-352, 386.

Knowles, M. S. (1977). The adult education movement in the United States. Melbourne, FL: Krieger.

Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy. New York: Association Press.

Knowles, M. S. (1982). Andragogy: The new science of education. In R. Gross (Ed.), Invitation to lifelong learning. Chicago: Follett.

Knowles, M. S. (1984a). The adult learner: A neglected species. Houston: Gulf.

Knowles, M. S. (1984b). Andragogy in action. San Francisco: Jossey-Bass.

Knox, A. B. (1977). Adult development and learning. San Francisco: Jossey-Bass.

Kohlenbrenner, L. B., & Ray, R. O. (1981). Literary discussion with older adults: An educational perspective. Educational Gerontology, 7(1), 33-41.

Kramer, D. A. (1986). A life-span view of social cognition. Educational Gerongology, 12(4), 277-289.

Kremer, J. F. (1988). Effects of negative information about aging on attitudes. Educational Gerontology, 14 (1), 69-80.

Kuhn, T. S. (1962). The structure of scientific revolutions. Chicago: University of Chicago Press.

Kutner, B., Fanshel, D., Togo, A. M., & Langner, T. S. (1946). Five hundred over sixty: A community survey on aging. New York: Russell Sage Foundation.

Kuypers, J. A. (1971). Internal-external locus of control and ego-functioning correlates in the elderly. Gerontologist, 12, 168-173.

Labouvie-Vief, G. (1985). Models of cognitive functioning in the older adult: Research needs in educational gerontology. In R. H. Sherron & D. B. Lumsden, Introduction of educational gerontology. Washington, DC: Hemisphere.

Labouvie-Vief, G. (1982). Individual time, social time, and intellectual aging. In T. K. Hareven & K. J. Adams (Eds.), Aging and life course transitions: An interdisciplinary perspective. New York: Guilford.

Lawson, R. (1978). Thirty years of research on subjective well-being of older Americans. Journal of Gerontology, 33, 109-129.

Lawton, M. P. (1975). The Philadelphia Geriatric Center Morale Scale: A revision. Journal of Gerontology, 30, 85-89.

Lebel, J. (1978). Beyond andragogy to gerogogy. Lifelong Learning, 1(9), 16-18, 31.

Lemon, B. W., Bengton, V. L., & Peterson, J. A. (1972). An exploration of the activity theory of aging: Activity types and life satisfaction among in-movers to a retirement community. Journal of Gerontology, 27, 511-523.

Lenning, O. T., & Hanson, G. R. (1977). Adult students at two-year colleges: A longitudinal study. Community/ Junior College Research Quarterly, 1, 271-287.

Levinson, D. J. (1978). The seasons of a man's life. New York: Knopf.

Levinson, D. (1986). A conception of adult development. American Psychologist, 41(1), 3-13.

Liang, J., Dvorkin, L., Kahana, E., & Mazian, F. (1980). Social integration and morale: A re-examination. Journal of Gerontology, 35(6), 746-757.

Lifelong Learning Project. (1978). Lifelong learning and public policy. Washington, DC: Department of Health, Education and Welfare.

Linn, M. (1984). Self-evaluation of life function (self) scale: A short comprehensive self-report of health for elderly adults. Journal of Gerontology, 39(5), 603-612.

Linsky, A. S. (1975). Stimulating responses to mailed questionnaires: A review. Public Opinion Quarterly, 39 (1), 82-101.

Lipman, M. H. (1972). Blinded at 63 I can still learn. Music Educators Journal, 58(3), 60.

Lloyd, K. (1983). Effects of self-esteem and self-consciousness on interpersonal attraction. Personal and Social Psychology, 9(9), 397-403.

Lofland, J., & Lofland, L. H. (1984). A guide to qualitative observation and analysis. Belmont, CA: Wadsworth.

Londoner, C. A. (1985). Instrumental and expressive education: A basis for needs assessment and planning. In R. H. Sherron & D. B. Lumsden (Eds.), Introduction to educational gerontology. Washington, DC: Hemisphere.

Long, H. B., & Rossing, B. E. (1979). Tuition-waiver plans for older Americans in post-secondary education institutions. Educational Gerontology, 4(2), 163-167.

Longino, C. F., & Kart, C. S. (1982). Explicating activity Theory: A formal replication. Journal of Gerontology, 37(6), 713-722.

Lowenthal, M. F., & Havens, C. (1968). Interaction and adaptation: Intimacy as a critical variable. American Sociological Review, 33, 20-31.

Lowenthal, M. F., Thurnher, M., & Chiriboga, D. (1975). Four stages of life. San Francisco: Jossey-Bass.

Lowy, L., & O'Connor, D. (1986). Why education in the later years? Lexington, MA: Lexington Books.

Lowy, L. (1983). Continuing education in the later years: Learning in the third age. Gerontology & Geriatrics Education, 4(2), 89-106.

Lumsden, D. B. (1975). Experimental studies in adult learning and memory. Washington, DC: Hemisphere.

Lumsden, D. B. (1976). Educational Gerontology. Washington, DC: Hemisphere.

Lutsky, N. S. (1980). Attitudes toward old age and elderly persons. In C. Eisdorfer (Ed.), Annual review of gerontology and geriatrics. New York: Springer.

MacLean, M. J., & Marcus, L. (1981). The role of senior consultants in a course on aging. Educational Gerontology, 6(2-3), 241-250.

McClelland, K. A. (1982). Self-conception and life satisfaction: Integrating aged subculture and activity theory. Journal of Gerontology, 37(6), 723-732.

McClusky, H. Y. (1971). Education: Background and issues. Report for the 1971 White House Conference on Aging. Washington, DC: Government Printing Office.

McClusky, H. Y. (1974). Education for aging: The scope of the field and prospects for the future. In S. Grabowski & W. D. Mason, Learning for aging (pp. 326-337). Washington, DC: Adult Education Association.

McClusky, H. Y. (1980). Cognitive performance and mental ability: Implications for learning in the later years. Alternative Higher Education, 5(1), 18-29.

McClusky, H. Y. (1985). The community of generations: A goal and a context for the education of persons in the later years. In R. H. Sherron & D. B. Lumsden (Eds.), Introduction to educational gerontology. Washington, DC: Hemisphere.

McCoy, V. R. (1977). Adult life cycle change: How does growth affect our educational needs? Lifelong Learning, 1(2), 14-18, 31.

McKenzie, L. (1977). The issue of andragogy. Adult Education, 27, 225-229.

McKenzie, L. (1979). A response to Elias. Adult Education, 29, 256-260.

Mehnert, W. (1979). The affective aspect of adult education. Lifelong Learning: The Adult Years, 3, 10-11, 38-39.

Merriam, S., & Lumsden, D. B. (1985). Educational needs and interests of older learners. In D. B. Lumsden (Ed.), The older adult as learner: Aspects of educational gerontology. Washington, DC: Hemisphere.

Mezirow, J. (1981). A critical theory of adult learning and education. Adult Education, 32(1), 3-27.

Michaels, J. (1981). Prime of your life. New York: Facts on File.

Michaelson, C. (1982). Ego development in predicting life satisfaction in the aged. Washington, DC: American Psychological Association.

Miller, R. B. (1975). Starting a stringed instrument at fifty-eight. Making Music, 87, 5-6.

Monette, M. L. (1979). Need assessment: A critique of philosophical assumptions. Adult Education, 29(2), 82-95.

Monette, M. L. (1977). The concept of education need: An analysis of selected literature. Adult Education, 27(2), 116-127.

Monge, R. H. (1975). Structure of the self-concept from adolescence through old age. Experimental Aging Research, 1, 281-291.

Moody, H. R. (1976). Philosophical presuppositions of education for old age. Educational Gerontology, 1, 1-16.

Moody, H. R. (1985). Education and the life-cycle: A philosophy of aging. In R. H. Sherron & D. B. Lumsden (Eds.), Introduction to educational gerontology. Washington, DC: Hemisphere.

Moody, H. R. (1986a). Education as a lifelong process. In A. Pifer & L. Bronte (Eds.), Our aging society: Paradox and promise. New York: Norton.

Moody, H. R. (1986b). Education in an aging society. Daedalus, 115, 119-210.

Moore, D. E. (1980). Assessing the needs of adults for continuing education: A model. In F. C. Pennington (Ed.), Assessing educational needs of adults. New Directions for Continuing Education 7. San Francisco: Jossey-Bass.

Moore, D. W. (1984). Planning for the year 2000. Community and Junior College Journal, 55(1), 31-35.

Morgan, G., & Smircich, L. (1980). Beyond methods: Strategies for social research. Beverly Hills: Sage.

Morkert, C. E. (1974). Preretirement education. Adult Leadership, 22(7), 233-235.

Morris, R., & Bass, S. A. (1986). The elderly as surplus people: Is there a role for higher education? Gerontologist, 26(1), 12-18.

Morstain, B. K., & Smart, J. C. (1974). Reasons for participation in adult education courses: A multivariate analysis of group differences. Adult Education, 24(2), 83-98.

Mullane, L. (1978). Age for enrichment: Senior center humanities program. American Education, 14(7), 12-17.

Murphy, J. T. (1980). Getting the facts: A fieldwork guide for evaluators and policy analysts. Santa Monica, CA: Goodyear.

Myers, R. J. (1954). Factors in interpreting mortality after retirement. Journal of the American Statistical Association, 49, 499-507.

National Council on Aging. (1982). Education for older adults: A synthesis of significant data. Washington, DC: National Council on Aging.

Neugarten, B. L. (1974a). Aging groups in American society and the rise of the young-old. Annals of the American Academy of Political and Social Science, 415, 187-198.

Neugarten, B. L. (1974b). Successful aging in 1970 and 1980. In E. Pfeiffer, Successful aging: A conference report. Durham: Center for the Study of Aging and Human Development.

Neugarten, B. L. (1977). Personality and aging. In J. E. Birren & Schaie. Handbook of the psychology of aging. New York: Van Nostrand.

Neugarten, B. L., & Havighurst, R. J. (Eds.). (1976). Social policy, social ethics and the aging society. Chicago: University of Chicago, Committee on Human Development.

Neugarten, B. L., Havighurst, R., & Tobin, S. (1961). The measurement of life satisfaction. Journal of Gerontology, 16, 134-143.

Nottingham Andragogy Group. (1983). Towards a developmental theory of andragogy. Nottingham, England: University of Nottingham Department of Adult Education.

O'Donnell, K., & Berkeley, W. (1980). Elderhostel: A natural program. New Directions for Higher Education, 29, 94-102.

Okun, M. Ed.). (1982). Programs for older adults. San Francisco: Jossey-Bass.

O'Meara, J. R. (1975). Retirement: Reward or rejection? New York: Conference Board.

O'Rand, A. M., & Henretta, J. C. (1983). Delayed career entry, pensions, and early retirement. American Sociological Review, 47, 365-373.

Palmore, E. P. (1984). Handbook of the aged in the United States. Westport, CN: Greenwood.

Palmore, E. P., & Fillenbaum, G. L. (1982). Predictors or retirement. Journal of Gerontology, 37, 732-742.

Pearlin, L. I. (1982). Discontinuities in the study of aging. In T. K. Hareven & K. J. Adams (Eds.), Aging and life course transitions: An interdisciplinary perspective. New York: Guilford.

Pennington, F. C. (1980). Needs assessment: Concepts, models, and characteristics. In F. C. Pennington (Ed.), Assessing educational needs of adults. New Directions for Continuing Education 7. San Francisco: Jossey-Bass.

Perkins, H. V., & Robertson-Tchabo, E. (1981). Retirees return to college: An evaluative study at one university campus. Educational Gerontology, 6(2-3), 273-251.

Perlmutter, M. (1983). Learning and memory through adulthood. In M. W. Riley, B. B. Hess & K. Bond (Eds.), Aging in society: Selected reviews of recent research. Hillsdale, NJ: Laurence Erlbaum.

Peterson, D. A. (1981). Participation in education by older people. Educational Gerontology, 7(2-3), 245-251.

Peterson, D. A. (1983). Facilitating education for older learners. San Francisco: Jossey-Bass.

Peterson, D. A., Thornton, J. E., & Birren, J. E. (1987). Education and aging. Englewood Cliffs, NJ: Prentice-Hall.

Peterson, R. E. (1978). Next steps toward lifelong learning: Views from three national projects. Washington, DC: American Association for Higher Education.

Peterson, R. E. (1980). Lifelong learning in America. San Francisco: Jossey-Bass.

Pifer, A., & Bronte, L. (Eds.). (1986). Our aging society: Paradox and promise. New York: Norton.

Podeschi, R. L. (1987). Andragogy: Proofs or premises? Lifelong Learning, 11(3), 14-16, 20.

Post-White House Conference on Aging. (1973). Report. Washington, DC: Government Printing Office.

Powell, R. R., & Pohndorf, R. H. (1971). Comparison of adult exercisers and nonexercisers on fluid intelligence and selected physiological variables. Research Quarterly, 42, 70-77.

Pritchard, D. C. (1979). Motivational orientations of older adult participants in adult education. Dissertation Abstracts International, 39, 5264A.

Queeney, D. S. (1984). Adult learners: A focus on who they are, what they need, and the problems they face. Journal of Continuing Higher Education, 32(2), 2-6.

Quistwater, J. M. R. (1979). General education for the too late generation. Arlington, VA. (ERIC Document Reproduction Service No. ED 180 569)

Reed, R. A. (1980). A study of the elderly's anticipated participation in educational activities (Doctoral dissertation, South Dakota State University, 1980). Dissertation Abstracts International, 41, 5249A.

Reichardt, C. S., & Cook, T. D. (1979). Beyond qualitative versus quantitative methods. In T. D. Cook & C. S. Reichardt (Eds.), Qualitative and quantitative method in evaluation research. Beverly Hills: Sage Publications.

Reid, D. W., Haas, G., & Hawkings, D. (1977). Locus of desired control and positive self-concept of the elderly. Journal of Gerontology, 32(4), 441-450.

Riley, M. W. (1979). Aging from birth to death: Interdisciplinary perspectives. Boulder, CO: Westview.

Riley, M. W., Johnson, M. E., & Foner, A. (1972). Aging and society: A sociology of age stratification. New York: Russell Sage Foundation.

Riley, M. W., Hess, B. B., & Bond, K. (1983). Aging in society. Hillsdale, NJ: Lawrence Erlbaum.

Rivera, W. M. (1978). Life cycle change: How does it affect the "target population"? Lifelong Learning, 1 (10), 15, 35.

Rogers, C. (1969). Freedom to learn: A view of what education might become. Columbus, OH: Merrill.

Romaniuk, J. G. (1984). Tuition-waiver policies for older adults: What are the assumptions? Educational Gerontology, 10(1-2), 119-133.

Romaniuk, J. G., & Romaniuk, M. (1982). Participation motives of older adults in higher education: The elderhostel experience. Gerontologist, 22(4), 364-368.

Rosenberg, M. (1965). Society and the adolescent self-theory. Princeton: Princeton University Press.

Rosenwaike, I. (1985). The extreme aged in America. Westport, CN: Greenwood.

Rosow, I. (1985). Status and role change through the life cycle. In R. H. Binstock & E. Shanas (Eds.), Handbook of aging and the social sciences. New York: Van Nostrand Reinhold.

Rosow, I. (1974). Socialization to old age. Berkeley, CA: University of California Press.

Rosow, I. (1973). The social context of the aging. Gerontologist, 13(1), 82-87.

Roth, E. B. (1978). Education's gray boom. American Education, 14(7), 7-10. Washington, DC: Brookings Institution.

Sakata, R., & Fendt, P. F. (1981). Learning capacity and the older adult: Implications for lifelong learning. Lifelong Learning: The Adult Years, 4(10), 10-13.

Sarason, S. B. (1977). Work, aging, and social change: Professionals and the one life-one career imperative. New York: Free Press.

Sarkisian, E. (1982). Motivation and personal meaning of learning: A phenomenological study of the relationship of life events and life stage issues to the participation of older adults in community college courses. Dissertation Abstracts International, 43, 1014A.

Schaie, K. W. (1967). Age changes and age differences. Gerontologists, 7, 128-132.

Schaie, K. W. (1974). Translations in gerontology-from lab to life: Intellectual functioning. American Psychologist, 29, 802-807.

Schaie, K. W. (1975). Age changes in adult intelligence. In D. S. Woodruff & J. E. Birren (Eds.), Aging: Scientific perspectives and social issues. New York: Van Nostrand.

Schaie, K. W. (1979). The primary mental abilites in adulthood: An exploration in the development of psychometric intelligence. In P. B. Baltes & O. G. Brim, Jr. (Eds.), Life-span development and behavior. New York: Academic Press.

Schaie, K. W., & Strother, C. R. (1968). A cross-sequential study of age changes in cognitive behavior. Psychological Bulletin, 70, 671-680.

Schaie, K. W., & Willis, S. L. (1978). Life-span development: Implications for education. In L. Shulman (Ed.), Review of research in education. Itasca, IL: F. E. Peacock.

Schaie, K. W., & Willis, S. L. (1982). Life-span development. In H. E. Mitzel (Ed.), Encyclopedia of educational research. New York: Free Press.

Schatzman, L., & Strauss, A. L. (1973). Field research: Strategies for a natural sociology. Englewood Cliffs, NJ: Prentice-Hall.

Schonfield, D., & Robertson, E. H. (1966). Memory storage and aging. Canadian Journal of Psychology, 20, 228-236.

Scriven, M., & Roth, J. (1978). Needs assessment: Concept and practice. In S. B. Anderson & C. D. Coles (Eds.), New directions for program evaluation: Exploring purposes and dimensions. San Francisco: Jossey-Bass.

Sheey, G. (1974). Passages: Predictable crises of adult life. New York: Dutton.

Sheey, G. (1981). Pathfinders. New York: Bantam Books.

Sheppard, N. A. (1980). The response of higher education to older adults: A federal perspective. Alternative Higher Education, 5(1), 7-17.

Sherron, R. H., & Lumsden, D. B. (1985). Introduction to educational gerontology. Washington, DC: Hemisphere.

Shivers, J. S. (1978). Older adulthood: New growth through recreational interaction. Lifelong Learning: The Adult Years, 2(1), 20-25.

Simon, J. L. (1968). Basic research methods in social science. New York: Random House.

Sinnott, J. D., Harris, C. S., Block, M. R., Collesano, S., & Jacobson, S. G. (1983). Applied research in aging: A guide to methods and resources. Boston: Little, Brown.

Smith, D. E. P. (1961). Learning to learn. New York: Harcourt, Brace, & World.

Spouse, B. M. (1981). Participation motivations of older adult learners. Paper presented at the Annual Meeting of the Association of Gerontology in Higher Education, Cincinnati, OH. (ERIC Document Reproduction Service No. ED 199 404)

Steele, B. M. A. (1981). The motivational orientations of persisting older learners in the university setting. Dissertation Abstracts International, 45, 2358A-2359A.

Sterns, H. L., Ansello, E. F., Sprouse, B. M., & Layfield-Faux, R. (1979). Gerontology in higher education. Belmont, CA: Wadsworth.

Stewart, W. (1977). A psychosocial study of the formation of the early adult life structure in women. Columbia University, Dissertation Abstracts.

Stoel, C. (1980). Achieving a serious commitment to adult learners. New Directions For Higher Education, 29, 1-7.

Streib, G. F., & Schneider, C. J. (1971). Retirement in American Society. Ithaca: Cornell University Press.

Sudak, D., & Kozokoff, P. (1988). Senior citizen education programs: Opportunities on college campuses in the south-east. Metuchen, NJ: Scarecrow.

Suls, J. (1982). Psychological perspectives on the self. Hillsdale, NJ: Lawrence Erlbaum.

Swift, J. S. (1986). Lifelong learning: A call for action by higher education. Lifelong Learning, 9(5), 17-19, 31.

Taylor, S. J., & Bogdan, R. (1984). Introduction to qualitative research methods: The search for meaning. New York: John Wiley & Sons.

Television looks at aging. (1985). New York: Television Information Office.

Tendall, R. H., & McCarter, R. E. (1980). The older college student as viewed by younger peers. Educational Gerontology, 5(3), 293-299.

Thompson, C. P. (1986). Trustee, administrative, faculty, and student perceptions of institutional responsiveness to older students learning needs in selected community colleges. Dissertation Abstracts International, 47, 760A. (University Microfilms No. 86-12635)

Thornton, J. E. (1987). Life span learning and education. In D. A. Peterson, J. E. Thornton, & J. E. Birren. Education and aging. Englewood Cliffs, NJ: Prentice Hall.

Timmermann, S. (1979). Older learners in an aging nation: Projections and guidelines for planners and policymakers. Dissertation Abstracts International, 40, 2418A. (University Microfilms No. 79-23625)

Tobin, S. S., & Neugarten, B. L. (1961). Life satisfaction and social interaction in the aging. Journal of Gerontolofy, 16(3), 344-346.

Toufexis, A. (1988). Older--but coming on strong. Time, 131(8), 76-79.

Tough, A. (1979). The adult's learning projects. Toronto: Ontario Institute for Studies in Education.

U.S. Bureau of the Census. (1984). Projections of the population of the United States, by age, sex, and race: 1983-2080. Current Population Reports, Series P-25, No. 952. Washington, DC: Government Printing Office.

U.S. Bureau of the Census. (1988). Statistical abstract of the United States. Washington, DC: Government Printing Office.

U.S. Congress. Senate. (1977). Title 1--Higher education. Public Law 94-482, 94th Congress, 1st Session, October 12, 1976. Washington, DC: Government Printing Office.

U.S. Congress. Senate. Special Committee on Aging. (1985). Aging America: Trends and projections. Washington, DC: Government Printing Office.

U.S. Department of Health, Education, and Welfare. (1971). Toward a national policy on aging: Proceedings of the 1971 White House Conference On Aging, Vol. I. (DHEW Publication No. OHD 74-20911). Washington, DC: Office of Human Development.

Usui, W. (1985). Socioeconomic comparisons and life satisfaction of elderly adults. Journal of Gerontology, 40 (1), 110-114.

Vermilye, D. W. (1974). Lifelong learners--a new clientele for higher education. San Francisco: Jossey-Bass.

Versen, G. R. (1986). Senior adults in the undergraduate classroom. Educational Gerontology, 12(5), 417-428.

Wain, K. (1987). Philosophy of lifelong education. Wolfeboro, NH: Croom Helm.

Walsh, D. A. (1975). Age differences in learning and memory. In D. S. Woodruff & J. E. Birren (Eds.), Aging: Scientific perspectives and social issues. New York: Van Nostrand.

Walsh, P. A. (1979). Serving new populations. New Directions for Community Colleges 27. San Francisco: Jossey-Bass.

Ward, R. A. (1979). The aging experience. New York: Lippincott.

Wass, H. (1983). An analysis and evaluation of research in cognition and learning among older adults. Educational Gerontology, 9(4), 323-373.

Waterhouse, P. G. (1978). What's so non-traditional about non-traditional students? Community and Junior College Journal, 48, 30-40.

Wedemeyer, C. A. (1981). Learning at the back door: Reflections on non-traditional learning in the lifespan. Madison, WI: University of Wisconsin Press.

Weinstock, R. (1978). The graying of the campus. New York: Educational Facilities Laboratories.

Wells, L. E., & Marwell, G. (1976). Self-esteem. Beverly Hills, CA: Sage Publications.

Whaley, C. E. (1983). The major impacts of the baby boom cohort upon American life, past, present, and future. Arlington, VA. (ERIC Document Reproduction Service, No. ED 231 709)

White House Conference on Aging. (1960). Handbook of the national organizations with delegate status at the White House Conference on Aging with plans, programs, services in the field of aging. Washington, DC: Government Printing Office.

White House Conference on Aging. (1971). Toward a national policy on aging. Washington, DC: Government Printing Office.

White House Conference on Aging. (1981a). Report of technical committee on creating an age-integrated society: Implications for the educational systems. Washington, DC: Government Printing Office.

White House Conference on Aging. (1981b). Final report. Washington, DC: Government Printing Office.

Wolf, M. A. (1985). The meaning of education in late life: An exploration of life review. Gerontology & Geriatrics Education, 5(3), 51-59.

Woodruff, D. S. (1973). The usefulness of the life-span approach for the psychophysiology of aging. Gerontologist, 13, 467, 472.

Woodruff, D. S. (1975). A physiological perspective on the psychology of aging. In D. S. Woodruff & J. E. Birren (Eds.), Aging: Scientific perspectives and social issues. New York: Van Nostrand.

Woodruff, D. S., & Birren, J. E. (1975). Aging: Scientific perspectives and social issues. New York: Van Nostrand.

Yin, R. K. (1984). Case study research: Design and methods. Beverly Hills: Sage Publications.

Ziegler, M., & Reid, D. W. (1979). Correlates of locus of control of desired control in two samples of elderly persons: Community residents and hospitalized patients. Journal of Consulting and Clinical Psychology, 47, 977-979.

APPENDIX

TIME SCHEDULE

Activity	Starting	Completion
Conduct preliminary review of the literature	July '87	August '87
AGE Center practicum	Sept. '88	Dec. '88
Verbal approval of site & Institutional Research	Oct. '87	Oct. '87
Prepare major area paper proposal for approval	Dec. '87	Dec. '87
Write major area paper	April '88	July '88
Submit major area paper	July '88	July '88
Conduct on-going review of the literature	July '88	Dec. '88
Submit draft of proposal	July '88	July '88
Make recommended changes in proposal	July '88	August '88
Resubmit proposal	August '88	August '88
Submit proposal to IRB for review	August '88	August '88
Receive approval from IRB	Sept. '88	Sept. '88
Conduct interviews	Oct. '88	Nov. '88
Analyze data	Nov. '88	Dec. '88
Write & submit first draft of data analysis and conclusion sections	Dec. '88	Jan. '89
Submit first draft of completed dissertation	Jan. '89	Jan. '89
Revise as directed	Feb. '89	Feb. '89
Complete final draft	March '89	March '89
Complete all requirements	April '89	April '89

Janice E. S. Johnson
116 Brentwood Court
Virginia Beach, VA 23452
(date)

Dear

I am a doctoral student in the Department of Educational Leadership at Peabody College, Vanderbilt University, Nashville, Tennessee. I have been given permission by the college president to do a study of the educational needs of older adult students on campus. However, my study is in no way connected to the school administration, and they will not have access to the data collected.

Recent statistics have shown a significant increase in the population of older adult learners on today's college campuses. In view of the increase, the purpose of my research is to determine the educational needs of currently enrolled older adult students who are seeking degrees in order to provide information that will help in planning for future students.

My interest in older adults, however, is personal. I have an aunt who learned to drive at the age of 75, learned to swim at the age of 76, and who presently at age 81 still practices yoga. My 97-year-old grandmother still lives alone and is learning to play the piano. I have taught older adults piano lessons, and did research for my master's thesis in this area. I believe that my present research will make a significant contribution to the literature on adult education.

I would like for you to assist me in this research by agreeing to an hour long interview. The interview will be on why you chose to obtain a degree, what are your goals, your experiences with registration, in the classroom and interactions with other students. The interview will be at your convenience of course and I will make every attempt to make it a pleasant procedure. I would like to use a tape recorder during the interview but will respect your wishes if you prefer not to be taped. The recorded tapes, any notes taken during the interview, and all transcribed information will remain in my personal files and be destroyed upon completion of the research. No one other than myself will have access to these files.

If you agree to assist me in my research, you can be assured that all of our conversations will remain strictly confidential. I will assign you an alias to assure that your identity will remain anonymous and use codes for the collected data. I further assure you that the information will never be used for any other purpose without your written permission. After the study is complete, my notes will be kept in my own personal files until destroyed.

I hope that you will agree to help me with my doctoral research as I really need your input in order to get an accurate picture of the college experience from the student's perspective. Your participation in the research is voluntary and you may refuse to answer any question or terminate the interview at any time. I will be happy to discuss this project with you personally. I work in the library at the college, and you may stop by at your convenience to see me or call me at 427-7153.

If you are willing to participate, please sign below and return to me in the envelope provided. I will call you to set up the interview arrangements. Please include your phone number and a convenient time when I may contact you. If you feel you must refuse, please indicate that with your signature and return to me and I will not bother you again.

I look forward to receiving a positive response from you. Thank you in advance for your assistance and cooperation.

Very truly yours,

Janice Johnson

_____ _____

signature date

Telephone number:_____ Best time to call _____

I do not desire to participate in this study.

_____

signature

GENERAL INFORMATION

Name_____ Date_____

Alias_____

Gender: Male_____ Female_____

Age: 55-59_____ 60-64_____
65-69_____ 70-74_____
75-79_____ 80- _____

Educational attainment: Highest grade completed:_____

Other:

Major subject: _____

Degree sought: _____

Employment History:

Notes:

MODEL FOR DATA COLLECTION
IDENTIFIED EDUCATIONAL NEEDS OF OLDER ADULT STUDENTS
AFFECTING INSTITUTIONAL POLICY

EDUCATIONAL NEEDS	Participant Volunteered	Interview Generated	Direct Observation
ACADEMIC			
instruction			
textbooks			
examination			
grading			
course content			
library			
curriculum			
PROCEDURES			
admissions			
registration			
scheduling			
recruitment			
orientation			
PRINTED MATERIALS			
college catalog			
student newspaper			
library handbook			
student handbook			
SERVICES			
counseling			
financial assistance			
tutoring			
placement			
AGE Center			
PERSONAL/SOCIAL DEVELOPMENT			
extracurricula activities			
cafeteria			
transportation			

INTERVIEW GUIDE SHEET

Describe your professors

What is your overall feeling about your classroom experiences?

What is your impression of the professors'/student's/ reaction to your presence?

Are you treated fairly and equally in the classroom or are you given special consideration?

Describe your level of classroom participation.

What motivated you to seek a degree?

How did you decide on your major?

What will you do with this degree and what are your future goals?

Have you taken courses from other institutions?

What information did you have prior to enrolling and how did you obtain this information?

Are there any social/personal/psychological/physical factors affecting your attendance?

Would you recommend enrollment at this institution to others in your age group?

What advice would you give to future older adult students?

Are you treated equally in classrooms or are you given special consideration?

What policies or practices might the college initiate in order to provide comprehensive educational services in the future for older adult students?

What problems would future older adults have in enrolling in classes?

What institutional policies or practices might be seen as barriers (were barriers that you had to overcome) by older adult students?

Participant Profile Summary

Name	Sheila Beamona	Kayee Childs	Worthy Earles
Age	55	58	62
Major	fine arts	early childhood	history
Educational	1 yr. college	11th grade GED	MS
Career	housewife	day care center director	public school teacher
Enrollment Tenure	2nd semester	1 course remaining	2nd semester
Employment Status	none	full time	volunteer
Academic Status	full time	part time	full time
Goals	seek employment	continue same job	volunteer work with children travel
Further Study	BS	art, writing	computers music, writing

Participant Profile Summary

Name	Abe Forrested	Reba Haviland	David Jackston
Age	58	60	65
Major	air conditioning	early childhood development	air conditioning
Educational Level	BS	high school	BS
Career	Navy - 38	housewife	Navy - 42
Enrollment Tenure	last semester	1st year	1 course remaining
Employment Status	self employed real estate	part time on campus	part time consultant
Academic Status	part time	full time	part time
Goals	private business rental apartments	open day care center	open hobby shop
Further Study	Russian history geography Chinese language	no plans	no plans

Participant Profile Summary

Name	Jena Jarviston	David Klimend	Barry Lancastle
Age	65	57	59
Major	gerontology	data processing	data processing
Educational Level	10th grade GED	2 years college	high school
Career	nurses aid	Marines - 28	Navy - 26
Enrollment Tenure	last semester	3rd year	2nd year
Employment Status	part time	full time	full time
Academic Status	full time	part time	part time
Goals	seek full time employment	continue present job	continue present job
Further Study	hobbies	art	job related

Participant Profile Summary

Name	DeeDee Lewist	Happa Longfellow	Clovis Mossey
Age	60	64	56
Major	dietetic technician	graphic art	real estate
Educational Level	MS	11th grade	high school
Career	teacher	sub, teacher clerical, receptionist nurses aid	housewife
Enrollment Tenure	last semester	1st year	1st year
Employment Status	part time	full time	none
Academic Status	part time	part time	full time
Goals	seek part time employment	self employment	sell real estate full time
Further Study	no plans	writing	computers

Participant Profile Summary

Name	Floyd Natural	James Smiley	Gladys Tuesday
Age	58	57	65
Major	business technician	merchandising	data processing
Educational Level	high school	high school	MS
Career	Navy - 26	Navy - 27	city government upper management
Enrollment Tenure	19 hours remaining	2nd year	1 course remaining
Employment Status	full time	part time	part time
Academic Status	part time	part time	part time
Goals	open private business	part time employment	volunteer & consultant work
Further Study	furniture making	no plans	no plans

Abbreviated Responses to Questions

Direct quotes are used whenever possible with the exception of one interview which was not taped but answered from my notes. James Smiley agreed to participate in the study only if his interview wasn't taped. He expressed discomfort and distrust with the use of tape recorders at any time.

Describe your professors

Sheila Beamona
Wonderful, I'm older than most of them and find that I relate better than when I was younger.

Kayee Childs
Outstanding, exceptional, always there, punctual and concerned about the student, very encouraging.

Worthy Earles
The faculty are for the most part competent and versatile. The two part-time instructors I've had were so out of touch with campus happenings that they seemed out of place. They didn't seem to care about the school, just in teaching their course.

Abe Forrested
Very fair, considerate, knowledgeable, very good presentations.

Reba Haviland
So far they are all very good but I'm not really qualified to judge my instructors. I'm not as knowledgeable as they are. It makes me most comfortable if the instructor has a pleasant demeanor which is usually a clue that it will be a good class.

David Jackston
Well prepared and fair.

Jena Jarviston
Very good teachers and very demanding.

Douglas Klimend
Most of them are pretty good but some of the part-timers don't have that continual contact with students and have problems relating. They also have difficulty holding the attention of individuals who have worked all day and then come to class.

Barry Lancastle
Great, very knowledgeable in the field, helpful. They don't hesitate to use older students as resources.

DeeDee Lewist
Intelligent, very knowledgeable, understanding, well versed in their majors, well prepared in their lectures and they know their student's abilities.

Happa Longfellow
Understandable, very good teachers, able to draw out the shyer students, pleasing and encouraging.

Clovis Mossey
Most are very good but some only use lecture technique in class and that is boring.

Floyd Natural
Some instructors are better than others. I've had a few who can make the subject come alive such as my history instructor. Then I've had some that were very inexperienced and unprofessional. But on the whole the professors were very good.

James Smiley
Enthusiastic, knowledgeable.

Gladys Tuesday
Very good faculty who are fair and helpful. Some are more confident than others.

Overall feeling about classroom experiences

Sheila Beamona
At first, I was apprehensive and uncomfortable with the younger students being there, but after a couple of weeks I felt that everything was normal. I really enjoy being in school now.

Kayee Childs
My classes are all fun, the kids are all great and I wouldn't trade the experience for anything.

Worthy Earles
Challenging and interesting. I was in front of the classroom for such a long time that this is amusing at times and a rude awakening at others. I'm enjoying it and feel that its time well spent.

Abe Forrested
Very enjoyable and fun. I feel that my experiences are worthwhile to the younger students.

Reva Haviland
I've been around babies for such a long time that I had forgotten how much fun young adults could be. I'm having fun as well as learning.

David Jackston
Basically good. I'm getting what I came here for.

Jena Jarviston
Frightening at first. I worried about being able to keep up and I so wanted to be able to keep up. Now I find that the young people are very gracious and if I need help they are always willing to help me out. These days are among the most happiest and memorable of my life, I thoroughly enjoy being here.

Douglas Klimend
Good. I enjoy the college atmosphere.

Barry Lancastle
Very comfortable because in night classes most individuals are retired military with very few younger students and we all take about the same courses. I've gotten some great practical experience in these classes.

DeeDee Lewist
Very enriching experience for me. There's a lot of materials covered however.

Happa Longfellow
Very comfortable and relaxed classes. I feel that I'm among friends, old and young. When I go into a classroom situation I just pretend that I'm one of them, younger students.

Clovis Mossey
I really enjoy being in school. It's a great way to bridge the generation gap. I feel ten years younger and have more energy than I had before enrolling.

Floyd Natural
Very good, I'm really glad that I came to school. I find that we share classroom experiences, work together in the lab and I've made many friends.

James Smiley
All positive and enjoyable. Initially, I would get discouraged if I didn't get all A's but now I don't place that much emphasis on grades.

Gladys Tuesday
Really enjoyable, enriching experiences. There is always a great variety of ages of students in night classes which I like the most. I enjoy the association with the younger students also.

Impression of professors'/students' reaction to your presence

Sheila Beamona
The younger students accept me as one of them. No reaction from instructors.

Kayee Childs
Younger students don't appear to notice or be concerned about my age. They've always treated me fairly and accepted me from the start.

Worthy Earles
Some of my instructors depend on me to lead the discussions. The younger students always ask me questions and expect me to have all the answers. I always try to leave a good first impression and establish a good relationship with teachers and other students.

Abe Forrested
Positive, I feel like we're buddies, we interact very well together. The atmosphere is very comfortable.

Reba Haviland
It is a great way to bridge the generation gap. One girl told me that she had suggested to her mother to return to school because I was doing so well.

David Jackston
No reaction whatsoever. Most students were very mature.

Jena Jarviston
I think they enjoy having me around just as much as I enjoy being here.

Douglas Klimend
The younger students look up to me and always ask me questions.

Barry Lancastle
Teachers are sometimes intimidated by my presence because of my knowledge, background, and experience but usually use this to the advantage of classroom teaching. The younger students usually require more or additional assistance from the instructors.

DeeDee Lewist
Acceptance. It makes me feel young being in class with younger students.

Happa Longfellow

Sometimes the younger students don't know how to react toward me. They don't realize that older adults are human also. Others marvel at what I'm trying to do and say that they wish their own mothers would go back to school also.

Clovis Mossey

I believe the instructors are more concerned with teaching the subject than with whom they teach. To them I'm just another student. The younger students are very helpful maybe because of my graying hair. They share lecture notes with me when I miss class or don't write fast enough.

Floyd Natural

The girl sitting behind me in my very first class had graduated from high school with my daughter. We both had a good laugh about that. I haven't noticed any reaction, positive or negative, to my being in classes. I'm accepted just like the younger students and by the younger students.

James Smiley

There's no reaction. It doesn't seem to make any difference.

Gladys Tuesday

I've never felt out of place. There's always wide acceptance of older students from all students and teachers.

Are you treated fairly and equally in classrooms or are you given special consideration?

Sheila Beamona

I have received fair treatment but not special because of my age.

Kayee Childs

Yes, very fair and I feel that I often got special treatment because of my age and outspoken personality.

Worthy Earles

I've developed a special relationship with my instructors that is different from my affiliations with students. I feel that my instructors respect my experience and talent and do take it into consideration but I'm still required to do the work and pass the exams. The younger students accept me as a father figure. I hang out with them between classes.

Abe Forrested
Always treated fairly, never noticed any discrimination.

Reba Haviland
Instructors seem to know that we all don't learn at the same pace and have a different level of learning ability. They seem to judge each student as individuals and treat us accordingly

David Jackston
Yes to both questions and I haven't noticed any difference in treatment.

Jena Jarviston
Everything's fair and equal around here but in many classes I have so much fun that I think the students and instructors also enjoy having me there.

Douglas Klimend
Yes I'm treated fairly but first I doubted my ability. In most cases I get treated equally but many professors expected more out of me at times as an older experienced student.

Barry Lancastle
Always treated fairly however in some cases you do get special treatment such as getting more advanced work which is more in line with your experience and ability.

DeeDeé Lewist
Yes because sometimes I get extra help from the teacher because I don't understand the assignment.

Happa Longfellow
I have always been treated fairly. Teachers who are nearer my age seem to treat me as though we are equals and we often share experiences.

Clovis Mossey
Everything's fair and equal regardless of age. There are no exceptions. I haven't experienced any unfair treatment or attitudes.

Floyd Natural
I'm always treated fairly and equally as though I'm just another student.

James Smiley
Yes, fair and equal treatment of all students regardless of age.

Gladys Tuesday
Always treated fairly. I feel like just one of the kids.

Describe your level of classroom participation

Sheila Beamona
I participate as much as possible. I'm eager to share because I feel that I am a motivating force in the classroom at times.

Kayee Childs
I'm an active verbal participant.

Worthy Earles
In participating in class discussions I try to motivate the younger students. Since I taught for so many years I know about how they feel about most things.

Abe Forrested
I talk some but I'm not usually the first to raise my hand.

Reba Haviland
At first I was afraid to say anything in class and only responded when called upon. Now I feel very comfortable and more self-assured. Hardly a class session goes by that I don't have something to say.

David Jackston
Moderate participation, I answer questions when called on.

Jena Jarviston
I talk a lot now but at first I was reluctant.

Douglas Klimend
I never hesitate to speak out but my classroom participation is about half and half. I usually wait to give others a chance first before talking.

Barry Lancastle
I can probably best be described as an agitator. I'm very verbal and offer advice when asked.

DeeDee Lewist
My participation can be described as good.

Happa Longfellow
Moderate classroom participation. I was shy as a child and still prefer classes where adults have more things in common and are closer to the same age with similar responsibilities and interests.

Clovis Morris
I do very well in classes where I get the opportunity to participate in class discussions so I enjoy those the most and I retain more information that way.

Floyd Natural
I usually inquire if I have a question. If a class is enjoyable I seem to talk more. But this depends mostly on the instructor.

James Smiley
My participation depends on the class and the instructor but I would say moderate.

Gladys Tuesday
I'm an active participant. Classes are fairly easy. I make good grades and often set the curb on exams.

What motivated you to seek a degree?

Sheila Beamona
To expand my knowledge and horizons. I always had a desire to learn and to do research. I like to keep up with progress, things change so rapidly now.

Kayee Childs
Self improvement and job skill improvement.

Worthy Earles
I needed an intellectual challenge in my life and additional personal enhancements.

Abe Forrested
I own three apartments that are air conditioned and I would like to do all the minor repairs myself in order to save money. I also want to understand the theory and be able to troubleshoot other problems.

Reba Haviland
I felt lost and bored without all the children around that I had become accustomed to and also felt a need to complete my education in order to be respected when I opened the new business.

David Jackston
Job improvement skills, there are many new developments in my field.

Jena Jarviston
It started with my job and an interest to know more about what I was doing. I realized that by going to school I could better understand what older people want and need.

Douglas Klimend
I sought a career change because the market for my private business was down.

Barry Lancastle
Career change.

DeeDee Lewist
I could not find a job in my field because my degree is from another country and also because of my age.

Happa Longfellow
To increase career opportunities.

Clovis Morris
The necessity to find employment and being unskilled to do so.

Floyd Natural
I was looking for a career change and job improvement and I wanted to take advantage of my VA benefits.

James Smiley
Just looking for something to do and because veterans benefits were available.

Gladys Tuesday
Career enhancement for consultant and volunteer work.

How did you decide on your major?

Sheila Beamona
Talent and love for art (fine arts).

Kayee Childs
Already working in the field (early childhood education).

Worthy Earles
I had never cared much for history when I was young but always felt it is one of the most important subjects. I didn't even do well in art history. I thought it would be a good disciplining challenge (history).

Abe Forrested
Desire to save money in private ventures (air conditioning).

Reba Haviland
I always loved working with young children and have missed doing so. Besides it's all I know and what I do best (early childhood development).

David Jackston
Job-related field (air conditioning).

Jena Jarviston
Past work and desire to continue working with the elderly (gerontology).

Douglas Klimend
Practical nature of the subject. I was already working and licensed in the field (real estate) and the market for antiques was not good. While working on that degree I took a computer course for fun and liked it so well I decided to get a degree in it also (computer science).

Barry Lancastle
Related experiences in the Navy and a desire for a career in business (data processing).

DeeDee Lewist
Related to previous degree and work (dietetic technician).

Happa Longfellow
Hobby and talent in subject area and flexibility in job opportunities (graphic and commercial art).

Clovis Morris
I needed a job with flexible hours and that would allow time at home to care for my husband (real estate).

Floyd Natural
My desire to go into business for myself and my prior experiences in management were the major factors. I worked in the administrative end of the supply department and wanted to pursue management courses.

James Smiley
The subject that I wanted was closed to veterans (Industrial Management) at the time so I chose Hotel, Restaurant, and Institutional Management. While working toward that degree I decided to also get a business degree. I completed the HRIM degree last year and I'm now working on my second associate degree (merchandising).

Gladys Tuesday
Introduced to computers at work before I retired and then I bought one and wanted to learn to use it (data processing).

What will you do with this degree and what are your future goals?

Sheila Beamona
Find a job immediately upon completing school. Later I may transfer my credits to a 4-year college and get a bachelor's degree.

Kayee Childs
This degree will improve my credibility on my present job and hopefully motivate my staff to improve their knowledge and skills. Continue to encourage my staff here at the Center and other young people to complete their education. When I retire and have more time I will probably do some writing. I've also always been interested in art.

Worthy Earles
I may incorporate some elements of history into my volunteer work with children throughout the city. I'm also thinking about taking a few computer classes and maybe music and creative writing.

Abe Forrested
Use knowledge in private business. I will probably later enroll in other classes that interest me just for the fun of it such as Russian or Chinese history and geography. This is all for my own personal benefit, I have no interest in entering the marketplace and selling myself.

Reba Haviland
Open a day care nursery. My husband is already investigating several sites. It will be a family business because my sister-in-law and cousin will assist me. I don't plan to take any more classes, I won't have time.

David Jackston
I plan to retire and will probably not use the degree because of illness. I would like to open a hobby airplane shop and relax.

Jena Jarviston
Seek employment as an assistant director of activities in a senior citizen center. I will also further pursue photography which I can also use in my work with the elderly.

Douglas Klimend
Continue full time employment on campus. I plan to take art classes later, I paint a little as a hobby, but I don't want a degree in it. I also might do volunteer work with the police department.

Barry Lancastle
Continue working and taking courses in job-related fields as they are offered and I can find time.

DeeDee Lewist
Seek employment. I don't have any plans right not to take other classes.

Happa Longfellow
Start my own business with my daughter or work as a consultant. I'll take a few writing classes later.

Clovis Morris
Find immediate employment. I may take a few computer classes.

Floyd Natural
I plan to start my own business, a furniture and cabinet making concern. This will generate income as well as be fun.

James Smiley
I will seek part-time employment with no evenings or weekend work. I don't have any further plans.

Gladys Tuesday
I'll continue doing consultant work, volunteering and traveling. I took a creative writing course for fun and will take others at a later date.

Have you taken courses from other institutions?

Sheila Beamona
I completed one year of college and took additional courses early in my career to equal about another year.

Kayee Childs
I went to work right after finishing the 11th grade but a few years later I obtained my GED.

Worthy Earles
I've taken all the courses needed to renew my teaching certificate through the years and attended many art workshops and seminars.

Abe Forrested
Not since prior to my Navy career when I obtained a BS in zoology and took a few graduate courses. I taught courses while in the Navy.

Reba Haviland
Right after high school I started a business school but quit when I got married. I also took a music appreciation course offered by the city a few summers ago.

David Jackston
I completed my bachelors degree before going into the Navy and took many courses throughout my military career. I also taught military courses.

Jena Jarviston
I didn't finish high school and had not been to school in 50 years.

Douglas Klimend
I had 2 years of college before joining the service and took various courses on military bases.

Barry Lancastle
I'm a high school graduate and took numerous courses throughout my Navy career.

DeeDee Lewist
I have a masters degree from another country and taught school in my country but my degree is not recognized in this country.

Happa Longfellow
I completed the 11th grade but have taken many self improvement courses. I've always believed in an education and felt like a student. I took courses leading toward a certificate to substitute teach and classes for my real estate license. Since I knew this was our last move, when I got here I sought out the nearest school right away.

Clovis Morris
The only courses I've taken since high school have been swimming, needlepoint, macrame, and smocking.

Floyd Natural
I had various military courses while in the navy.

James Smiley
High school graduate prior to Navy career. Taught military courses on military base.

Gladys Tuesday
I started my undergraduate degree at age 47 and continued until I received a master's degree. Its been 10 years since I completed my MS.

What information did you have prior to enrolling and how did you obtain this information?

Sheila Beamona
None, I just came out and inquired.

Kayee Childs
None, I sought out a school that was most convenient.

Worthy Earles
I'd used the library when taking classes while I was working so I was pretty familiar with the school already.

Abe Forrested
None, location was the key factor.

Reba Haviland
I talked to my brother who had gotten his degree several years ago from here.

David Jackston
None, this school was the most convenient.

Jena Jarviston
My daughter-in-law was taking classes here and suggested that I try it.

Douglas Klimend
None, I sought out the nearest school. I had seen ads in the newspaper and was familiar with community colleges.

Barry Lancastle
My decision was based on convenient location and inexpensive tuition. I also considered the practical and professionally oriented classes. I did not want too much theory.

DeeDee Lewist
I live right across the street from the campus and can walk to school.

Happa Longfellow
I had a friend who worked at the school and recommended it.

Clovis Morris
I called a local realtor and they suggested I come here to take a few classes and prepare for the examination.

Floyd Natural
I first got the idea from one of my neighbor's children who attended.

James Smiley
I had a friend who worked at the college.

Gladys Tuesday
I was familiar with all the schools in the area. Convenience of location made this the logical choice at this time.

Have there been any social/personal/psychological/physical factors affecting your attendance?

Sheila Beamona
My mother is a retired school teacher therefore I've received full support from my family. My husband isn't well, his health is deteriorating and I know that I will soon have to seek work.

Kayee Childs
My family was very proud and pleased when I announced that I was returning to school. Since I started, my son has graduated from here and one daughter received her RN. My other daughter is considering going back to school. I'm sure that my being in school has influenced them. One daughter even went with me when I registered for my first class. I drive my own car and am in perfect health.

Worthy Earles
I'm a good role model for my little brother who was thinking of quitting school last year. We now share classroom experiences and complain about homework together.

Abe Forrested
I'm physically fit except for a slight hearing loss. I have a hearing aid. My wife has mixed emotions about my being away such long hours but my son who is working on his master's degree is very encouraging. Some of my friends are interested in what I'm doing and often inquire as to what I am learning.

Reba Haviland
With an aunt who is very ill I have a few time consuming responsibilities associated with her well-being that sometimes interfere with school. I'm determined to finish this degree because I feel incomplete without it and at my age, time is short for accomplishing this.

David Jackston
I've had some serious health problems in the past, a heart condition. I don't let fear of this condition dictate how I live my life however.

Jena Jarviston
I have no health problems. My primary problem is transportation. Another problem is the occasional fear of failure. My children back in New Jersey say "She's got to be out of her mind" but they're looking forward to my graduation. My friends often ask me why and state that I should be sitting down taking it easy.

Douglas Klimend
My family questioned my motives for attending but I've gotten their full support. One of my concerns is for classes held at the junior high school is that the chairs are too small and very uncomforable.

Barry Lancastle
Scheduling my classes is a problem because of the traveling required by my job and my varied working hours. I've gotten complete family support.

DeeDee Lewist
I have problems with my memory. My family is very supportive.

Happa Longfellow
Schedule changes at work. My hours vary and sometimes I'm on call. Other problems are time and energy, both of which seem to be diminishing. My family thought I was crazy when I announced I was going to school but are supportive.

Clovis Mossey
My husband's health which is why I'm in school also at times interferes with my attending. There's also a lot of pressure to hurry and complete my degree.

Floyd Natural
I'm in good health and school is my first priority with the exception of my family. I tend to let things around the house go when I have an examination or lengthy assignment pending. A large family can be very demanding and sometimes its difficult to put them aside for school.

James Smiley
My children have mixed feelings but I have the full support of my wife who encouraged me to attend.

Gladys Tuesday
I've no health problems and I have full family support. Changes require a continual learning process and doing it in a structured way has been beneficial to me. It's been very beneficial keeping busy and occupied especially since my husband died and I was left alone.

Would you recommend enrollment at this institution to others in your age group?

Sheila Beamona
I encourage others constantly, especially those who have so much time on their hands that they don't know what to do.

Kayee Childs
Yes and I do so often but I concentrate more on the young ones because I'm around them more.

Worthy Earles
Of course, I'm an ambassador for education. I've influenced several staff members from the Boys Club to return to school and my neighbor's teenage daughter who is a high school dropout is thinking about enrolling this summer.

Abe Forrested
Yes because there are highly qualified personnel here and I thoroughly enjoy coming here. I wish that I had had the same attitude when I was younger.

Reba Haviland
I'm requiring my sister-in-law to take two classes before she can work in our day care center and will probably require it of all staff that I employ. It will give the day care center a better image.

David Jackston
Yes, but each individual must make up his own mind.

Jena Jarviston
Yes, I'm a recruiter because so many of my friends feel as I did. They say that they are too old and I tell them that they should try it. It's frightening to them. The first step is the hardest. If I can motivate only one by my being here then another will do the same and the chain will continue.

Douglas Klimend
Yes, if they have an interest in learning. I'm trying to influence my wife and I recommend it every chance I get to my friends. There's no reason, especially not money, for an older person not to pursue an education.

Barry Lancastle
Yes.

DeeDee Lewist
Yes, I do. Adults should go back to school. It is an investment.

Happa Longfellow
Yes, absolutely and I have.

Clovis Mossey
Yes, especially for those who have never been to college.

Floyd Natural
Yes. When we talk among ourselves, its a lot of fun and you get to meet new people and get a different outlook on life.

James Smiley
I recommend the school to all I meet.

Gladys Tuesday
Yes, one has already enrolled.

What advice would you give to future older adult students?

Sheila Beamona
Take a few courses and enjoy it first. Be sure that you have enough time and put aside enough time for study. Arrange your home life, register early, visit school first, and talk to counselors and teachers in your field.

Kayee Childs
It doesn't matter if your hair is gray or how old you are, therefore don't be intimidated by your age. The younger students don't seem to think about those things, but if they do, you'll never know it. When its test time all students, old and young, are too busy worrying about that to think about age. In class you have the same things in common. You'll enjoy it. It opens up your mind and makes you feel young. It stimulates you.

Worthy Earles
If you are going to pursue a degree don't take more than two classes at a time and be sure to put enough time aside from your other activities for study and research.

Abe Forrested
You'll have lots of fun. Learning is fun when you have the time. I wish I had had the same attitude about learning when I was younger.

Reba Haviland
It will give you a different perspective of life and about young people.

David Jackston
None. If they have the desire and tenacity, they will seek it out themselves. However they should be aware that their memory is not as it once was.

Douglas Klimend
If you have the time, do. Be careful in choosing your first classes. Don't take too hard a course in the beginning.

Barry Lancastle
It gives you a good combination of working knowledge and practical experience for jobs. Expect to work hard, what you put in is what you get out. Start with the lighter courses and register early.

DeeDee Lewist
Education is not an ending but for progress. There are many things still to learn. Make sure you talk to a counselor first prior to taking a class.

Happa Longfellow
Its a wonderful way to pass the time. It gives you confidence in yourself. There's a wide variety of course offerings but don't take too many courses in the beginning. Probably no more than two at a time in the beginning until you know your capabilities and have time to make the adjustment. Once you make up your mind to go to school, just do it. Don't wait on a friend or someone to go with you. You'll meet plenty of friends at school.

Clovis Mossey
Forget your age and consider your self-worth, take a class or two to keep your mind and body alive.

Floyd Natural
Education is something that can't be taken away from you and it is a lot of fun learning. Don't start out taking a full course load because it's a little difficult after being away from a learning environment for a while. You'd better take it slow in the beginning.

James Smiley
You must have a goal therefore first decide on your curriculum. Don't just take random courses.

Gladys Tuesday
You don't realize how much you have learned through the years or how well your organizational skills are developed until you start school. Have objectives prior to enrolling, listen and pay attention. Classrooms don't always reflect real life situations.

What institutional policies or practices might be seen as barriers by older adult students or were barriers that you had to overcome?

Sheila Beamona
None.

Kayee Childs
None.

Worthy Earles
There were a few courses that I didn't feel I should have to take but could get out of it.

Abe Forrested
Mass transit, a deficiency in this area. More buses coming to this area.

Reba Haviland
I always have trouble finding a parking spot at night but not in the mornings.

David Jackston
None.

Jena Jarviston
Transportation. The dispatching in the city's senior transit program is rotten plus you must call a week in advance for pickup.

Douglas Klimend
Not enough free courses by removing more of the restrictions and prerequisites. Instructors should realize that not all in class are going to be experts at that subject. Better temperature control in buildings. They're always at the extreme with some rooms too hot and others too cold.

Barry Lancastle
They take you out of the computer if you don't register continuously. Waivers and substitutions for physical education courses.

DeeDee Lewist
None.

Happa Longfellow
Can't think if any.

Clovis Mossey
None.

Floyd Natural
The bookstore's minimum night hours was my only concern. It was difficult to an item during the break from night class because it is only open one night a week.

James Smiley
Long registration lines and procedures.

Gladys Tuesday
None.

What problems would future older adults have in enrolling in classes?

Sheila Beamona
Mobility from one building to another if not physically able.

Kayee Childs
Transportation may be a problem, but if you want to do something bad enough you can. Physical handicaps surely don't stop anyone these days.

Worthy Earles
The biggest problem is deciding to come, after that it just takes determination and patience.

Abe Forrested
Counseling for things such as hearing problems and other nonyoung people problems.

Reba Haviland
There shouldn't be any problems other than personal.

David Jackston
None.

Jena Jarviston
None.

Douglas Klimend
Parking especially at night when it is a real hassle.

Barry Lancastle
Transportation, crowded classes, canceled classes.

DeeDee Lewist
None.

Happa Longfellow
Choosing a major subject.

Clovis Mossey
As long as they are in good health and have their own transportation, I can't see any problems.

Floyd Natural
I can't foresee any problems.

James Smiley
Long registration lines and procedures.

Gladys Tuesday
They won't find jobs to pay them for their knowledge and experience. Future jobs will probably only pay minimum wage. Job market may not accept them.

What policies or practices might the college initiate in order to provide comprehensive educational services in the future for older adult students?

Sheila Beamona
Special orientation class for older students so that they will know what to expect.

Kayee Childs
Waiver of courses takes an exceptionally long time. I didn't know how to do that. They should offer counseling in the process of getting courses waivered.

Worthy Earles
More in the line of finding employment for older student graduates or guiding them toward volunteer opportunities.

Abe Forrested
More publicity in offerings especially in the technical areas.

Reba Haviland
Many students of all ages are having financial problems so more effort in the work-study department is needed. I also wish I had a list of other older students in other curriculum because we have so many things in common but never see one another.

David Jackston
Can't think of any.

Jena Jarviston
Slower classes for some of the subjects that will spend more time on selected chapters. Slower paced sections. Special introductory tour of campus.

Douglas Klimend
Allow for the taking of courses out of sequence by opening more classes on a one time basis to nonmajor students. Eliminate certain prerequisites. Separate orientation for older age groups should be required.

Barry Lancastle
Provide transportation and career counseling.

DeeDee Lewist.
None.

Happa Longfellow
I'm so grateful for what is already being done I can't think of anything.

Clovis Mossey
Offer a special orientation and counseling service or have an honors organization for older adults with high averages.

Floyd Natural
None. I don't think there should be any special provisions for older adults.

James Smiley
Require counselors to attend a special workshop or training in counseling older adults and special services.

Gladys Tuesday
Include older adults in the planning stages of programs and policies. Utilize older students as counselors, on planning boards, and encourage them to participate in campus organizations.